**Vignette illustrating session 1**

Lilly was in her third year of teaching for her synagogue, but the first year she was working with "The 3+3 Project." Fourth and fifth graders are part of her learning group.

She is about 15 minutes into this week's session when she says, "We are going to be spending a lot of time together talking about names. As I was planning for this session together,  the phone rang. Just as I picked it up and heard my father say, "Sweetie, how are you?" my youngest child starting calling out for me, "Mom, Mom!" AND then my husband, who wanted some help called out, "Lilly!" So there I was, me, with three different names - Sweetie, Mom, and Lilly." She pauses for a moment and asks if the learners have ever had more than one name like she did. After taking a few responses she says, "I was curious about the different names we had and so made a set of cards for us to work with today. I wonder what KINDS of names there are in the world."

Lilly holds up the cards and then continues, "Let me show you how a group might sort the first two cards." She begins sorting, talking aloud as she goes. "Moses – hmm, that is a person's name. I'm going to put that on the table and see what I might do with it later. Oh, and here is a name, "leader." That is not the same as a person's name, so I will put that to start a different pile. The piles I made might make sense to you, but once you get your cards, you might see something else."

She hands out 12 cards to each group of three learners and invites them to see if they have trouble reading any of the names or recognizing any of the people on the cards. When someone asks for help pronouncing Daveed, another learner pronounces the name and shares how much they love his Hanukkah song. Another learner notes that they recognize Moses and Miriam from the Torah.

To get the conversation started, Lilly encourages someone from each group to share something about one name they recognize in the cards. Once every group seems ready and excited, she invites groups to begin sorting however they wish. As groups work, she walks among them without saying anything but notes how the different groups make their piles.  She notices one group is putting cards only into two stacks, mixing names and adjectives. She writes a quick note to herself to call on that group to share their decision-making process.

She notices one group seems to be struggling and pulls a chair up to talk with them. "Jen," she asks, "Can you tell me what your group is finding challenging?" As she listens, Lilly calls on other children, encouraging them to respond to each other, for example, "Marc - do you have anything to add to what Jen said?" and "Aviva - it sounds like your thoughts might solve the question that Marc just asked." Lilly smiles at them and says they seem to be working things out together nicely. As she gets up, Lilly hears another group struggling because they are unsure of a card's meaning. She raises her voice a little to be heard over the various conversations and says to everyone, "You know what? If you aren't sure what to do with a card, put it aside. We'll work on it later."

After about 7 minutes, she asks a *madrich* to hand out one blank card for each group's piles and ask team members to think of a title that describes each set of cards. Once all seem ready, Lilly invites each group to share the titles they created with the full group and a little about how they made their decisions. As they share, Lilly records the various titles on chart paper, combining similar ones - she looks directly at each speaker and nods encouragement as they describe their process. She invites groups to ask questions of others about how they sorted their piles. She takes note of these questions and jots them down.

**Vignette illustrating session 1 continued**

In the midst of this discussion, one child raises his hand and says that his aunt went to Israel and talked about landing in "Ben Gurion." He asks Lilly if this is a name or an airport. Lilly smiles and says, "What a great question!" After getting head shakes when she asks if anyone knows the answer, she says, "Let's put it on our chart, and I wonder if you might ask your aunt what she knows about it. Could you report back next week?" Without Lilly needing to signal her, the *madricha* had already added the question to their growing list.

A disagreement breaks out as to whether Wonder Woman is a proper name. After a short discussion, Lilly reminds learners that curiosity is an important tool in Jewish learning and that it's okay to disagree as long as we can listen and even learn from one another in this room,  our learning community.

"Thanks for the great conversation! This is just the start," says Lilly as she notices there are about three minutes left. "Over the next few weeks, we'll be learning more about names. By the time we are done, you will learn about the names of Jews you already know about, as well as new people. But before you leave today, take a sticky note from one of our *madrichim* and write one new name you learned today. Zac will collect these at the door as you leave."

**Vignette Illustrating Session 3**

David is a father who began teaching when his own children entered first grade at Temple Beth El. After four years of teaching similar topics, he is excited about the new curriculum, "The 3+3 Project." He enjoys working with his learners and getting to share stories about his own life and the place Judaism holds. He loves the wonder and curiosity his 3rd and 4th graders bring to their studies. The first two weeks, focusing on really getting to know each learner and thinking about the concept of *shem tov*, a good name, have gone well.

With twenty minutes left in the third session, he hands out the "Every Person has Three Names" text sheet and shares that a rabbi wrote it over 1,500 years ago. He says, "As we read the text, think about what makes this Jewish."  He invites one learner to read the text aloud and then gives everyone a minute to consider his question of what makes it Jewish.

Alice asks if it might be something about the number three because last week's text also had the number three in it. Another says, "We all have Jewish names or Hebrew names, and we learned about a good name last week. Maybe there is something important about names in Judaism."

David nods and asks for any questions about the text. One learner says, "I was wondering, like Alice, about what's so important about the number three?" David asks if anyone has some thoughts about that. A confusing set of contributions begins: "Well, there is Abraham, Isaac, and Jacob; "Hmm, there are ten commandments: " and "We have three rabbis in our synagogue. " David responds that it's a question that seems to need more exploration, so he asks Andi, his *madricha,* to write it down on their chart.

Another learner, Jax, asks, "What happens if you don't like the name others call you?" David can see Jax seems nervous when asking the question and tells him, "That's a very interesting but tough question. Can we hold it for a different week when it ties in with some other things we will be doing? I want us all to have time to think about possible answers." Jax agrees, and David asks Andi to write Jax's question, too.

David asks learners to compare the text's definition of three names to the categories they defined in the previous "Everyone Has Three Names" earning-a-name text. They say Albert Einstein is the name his parents gave him, but they are not sure if the name others call him is genius or scientist. David asks them which of those two names requires "earning?" They put their heads together then tell him, "Becoming a scientist is something that takes hard work." He nods and asks other learners if they agree. He invites the other groups to look at their cards and see how they line up with the three names of the texts.   He calls on a few learners to respond, calling on each child by name to share their thoughts. He then asks learners how they feel about the last line of the text, that an earned name is the best name. There are several questions about why an earned name has to be the best; Andi the *madricha* records them on the chart paper along with their other questions.

David reminds learners that last week's text was three crowns and asks learners if they can guess why the unit is called The 3+3 Project. He nods...3 crowns, 3 names and explains that they will explore a big idea that connects these two texts. How we live our lives gives us the name we earn for ourselves, and how we act can influence others. He affixes a poster with the Enduring Understanding written on it to the front bulletin board, asks a child to read it aloud, and tells learners they will be thinking about this each week. To close the session, he invites learners to share what they have learned about kinds of names today and quietly takes notes as he goes around the room, letting each learner share one thought.

**Vignette Illustrating Session 4a**

Debbie takes a quick look around the room. Her 5th and 6th graders are "heads-together" in groups of three with some pretty interesting conversations. Some are sitting on the floor, a few lean across the tables excitedly talking to each other, and one group is sitting in the entryway so they could hear each other better. She especially appreciates seeing that Micah, who is usually pretty quiet, comfortably sits with Leah and Jones, adding his opinions and ideas. She makes a mental note to thank her *madricha* for helping Micah find a group that works for him.

The learners are engaging in a deep dive into Earning a Name after last week's introduction to The Three Names text. They began by looking at the earned name *hesed*. Debbie started with the story of Rebecca and then of Ruth from the "Fame for the Same Name" Resource Sheet. She intended to start with less familiar stories, but learners didn't find the name *hesed* until she shared the story of Abraham and Sarah.

What began as a bumpy activity suddenly starts to click. Many of the learners remember the value of *hesed* from the La-Bri'ut curriculum. Once they identify how each of the people earned the name *hesed,* she asks them to think about others who have shown *hesed* to them personally, or when they have shown hesed to others. She invites learners to turn to their neighbors and share thoughts with each other.  Now she has them work in small groups to identify the name earned by Isaiah and Julius Rosenwald and to create a Circle Map.

Debbie and her *madrichim* circle the room and listen to the groups as they work to identify the name *tzedek* or justice. Debbie notices one group is struggling to come up with the Hebrew word *tzedek*. They determine that both Isaiah and Julius Rosenwald cared about justice. She reminds them about the envelope they pass each morning and asks what *mitzvah* they were fulfilling when they put money in the envelope. When they come up with the Hebrew word *tzedakah,* she asks them to identify the root of the word. She waits patiently and gives the group time to come up with *tzedek* on their own.

Meanwhile, Allie the *madricha* works with another group who came up with the word *tzedek,* but struggles to determine other examples of *tzedek/*justice. She says that she saw many of them at the Mitzvah Day at the Temple and asked them what other similar events they have done. This sparked many memories!

When all groups complete their Circle Maps, maps are posted on the wall. Learners walk around to identify commonalities and differences between the groups. At the end of the session, each learner is invited to share an example of *tzedek* or *hesed* from their own lives.

**Vignette Illustrating Session 5**

Shelley is a long-time early childhood teacher. She is stretching herself in teaching "The 3+3 Project" to 2nd graders and enjoying the challenge. It has been a good unit so far, and the learners have especially enjoyed the variety of stories and storybooks.

Two weeks earlier, Shelley reached out to parents and asked them to have a conversation with their children about some names they have already earned. Before this session, Shelley followed up to make sure each learner had at least two names they had discussed with their parents.

After greeting each child by name and having them sit in a circle at the front of the room, they play a name game from the resource sheets in session 1. They had done this every week since the unit began. Shelley notices how much more learners call each other by name and how the playing opens everyone up and creates an atmosphere of joy in the room.

Shelley begins the next segment by reminding learners of the names of Ruth Bader Ginsburg from session 3: Ruth, RBG, and Supreme Court Justice. She points to the Three Names text poster on the wall and asks them which of these three names they think is Ruth's best name.

She invites one of her teen assistants to read the book *I Dissent: Ruth Bader Ginsburg Makes her Mark,* asking learners to listen for other names Ginsburg earned besides the three they had from the week before. The group offers five, which a *madrich* adds to the ongoing list of names on the wall. Shelley pushes them to think of a Jewishly-related name to add, so the list grows to six.

From the back of the room a teen exclaims, "Wow, I'm impressed by the list we created together!" Smiling at the teen's involvement, Shelley invites learners to find a space at one of the many tables set with materials for the name quilt activity and asks the teen assistants to pass out each child's list of names sent in by their parents. Then, the teens each take a seat at a different table to assist.

Shelley reminds learners of the conversations they had with their parents about a name or two that they earned. Shelley explains they will look at the names their parents sent and select the one that makes them feel most proud.  As an example, she reminds learners of Ruth Bader Ginsburg and asks them to think about the many names she earned. Several learners shout out Supreme Court Justice, another says Women's Rights Leader, another says Mother and Wife. Shelley asks them what name Ruth might have chosen for this activity.

Shelley then invites them to spend a moment selecting one name that they are proud to have earned and tells them to write this name on one of the squares of construction paper on the table. She and her teen assistantswait patiently for a few minutes and watch who quickly chooses their names and who might be having some trouble.

Shelley prepared her teen assistantsto circulate among her learners who seem to be struggling. They ask learners to tell them about each name on their list, inviting them to explain how they earned each name. They encourage learners to think about their selections by sharing commonalities. One *teen* says, "I'm a soccer player, too!" Another says, "Wow, you were really brave, just like Clara Lemlich in the book *Brave Girl* that we read earlier." The teen assistantsmove around the room connecting with each learner.

**Vignette Illustrating Session 5 continued**

After each learner chooses a name, Shelley asks everyone to illustrate their earned name using the collage materials on their tables, explaining that they will be making a paper quilt together. The teen assistantspay attention to the learners at their tables, and Shelley walks around the room to make sure everyone is engaging in the activity. She reminds all learners of the big idea of the unit that it is how we live our lives that helps us earn a name for ourselves. She encourages all learners to think of one thing they do to earn the name they selected and how they could share it using the materials on their tables. Teen assistantsmove next to learners and ask questions like, "How often do you do that?" "What do you enjoy about it?"

When everyone is done, each learner shares their earned name and explains how they earned it. Shelley nods her head encouragingly with each new story. For those who seem reluctant, she prods them by asking, "Tell us a little about your collage. What new things can we learn about you by looking at your quilt square?" As learners speak, she reinforces the big idea by rephrasing things they shared such as, "Amy earned the name dancer because she loves dancing and practices several days a week. Amy - did you enjoy that story we read, *An Unlikely Ballerina,* about that famous Jewish ballerina, Alicia Markova?" "David earned the name brother when his two younger brothers were born.  Hey David, you might like that extra book we have in our room, *A Song for my Sister*!"  Shelley prompts the community to support each other by clapping after each learner shares. The teenstake turns collecting each square and placing it on the prepared quilt outline.

To close the session, Shelley asks learners to think about one new thing they learned about someone in their room. She calls on learners by name and asks them to refer to their classmates by their given name and the new name they shared today.

**Vignette Illustrating Session 6**

Sam is a first-year teacher of sixth graders. One of his favorite parts of the job is working with his *madrichim* and giving them substantial leadership roles. As learners enter the room, he and the *madrichim* stand by the door greeting each learner by name as they arrive. After a few minutes of greeting, checking in, and playing a bit with names by thinking about the names Moses and Miriam earned for themselves, he shares with learners that today they will be thinking about the names they wish to earn in the future.

The room is covered with posters of names the learners identified throughout the unit. Sam set up the learning space with workstations. Supplies include construction paper, index cards, markers, pencils, scratch paper, glues sticks, and RESOURCE SHEET 6a, "What name(s) would YOU like to earn." Learners begin by working individually. *Madrichim* move among the tables, encouraging learners to follow the instructions on the resource sheet to identify one or two names they would like to earn. After about 10 minutes, *madrichim* sit down at each table and ask learners to share the names they selected. *Madrichim* invite their table to share encouragement for each other and their names. They ask if learners have any ideas for how those at their tables might earn their names. They encourage learners to jot down notes and suggestions.

When *madrichim* indicate their discussions are complete, Sam tells learners it's time to make a plan. He directs attention to the instruction posters *madrichim* placed on each table. Sam reminds learners of the two core texts of The 3+3 Project that are on top of the instruction posters and of the Enduring Understanding: How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.  He tells them now their task is to select ONE name they want to earn. Madrichim sit among learners and help pass out materials.

As learners work, Sam walks around the room, visiting each group, and commenting on how individuals are working. He says to one learner, "I love that you selected the name athlete. Maybe one day you can be a Jewish MVP like Julian Edelman," and to another, "Famous actress is a great name - just like Gal Gadot." He tries to connect each learner's chosen name to one of the names they discussed during the unit or to a Jewish text or story.

After 25 minutes, Sam invites the learners to place their action plans on the table and do a gallery walk around the room, looking at their fellow learners' work. He passes out stickie notes to each learner and invites them to offer words of encouragement and support and attaching them to the plans.