

For ELLs: Language Dive Guide: *The Snowy Day*

(For Teacher Reference)

Rationale: This sentence was chosen for its use of a prepositional phrase and its connection to present and future content. Students will apply their understanding of the meaning and structure of this sentence when they complete their culminating tasks and when they write their weather stories. Invite students to discuss each chunk briefly, but slow down to focus on the highlighted structure **to make a path for walking**.

Time: 15 minutes

Throughout the Language Dive:

- Encourage rich conversation among students about the meaning of each of the sentence strip chunks, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
- After asking questions, provide students up to one minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, providing an allocated time for each student.
- Record and display student responses next to or underneath the target language for visual reference.
- Where possible, consider placing sketches, pictures, or illustrations above key nouns and verbs in the chunks after discussing their meanings. This will allow students to quickly access the content of each chunk as they work with the structures in the sentence as a whole.

Deconstruct

- Place your finger on the sentence on page 4: **The snow was piled up very high along the street to make a path for walking.**
- Read the sentence aloud, pointing to each word.
- Invite students to chorally read it aloud with you.
- Ask:
 - “What does this sentence mean? What, in the sentence, makes you think so?”*
(Responses will vary.)
 - “How does this Language Dive help you understand how weather affect the choices we make?”*
(Responses will vary)

- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
 - Say:
“There is a word in this sentence you might not know: path.”
“In this sentence, path means a way or a track for walking, like a sidewalk.”
 - Show students different pictures of paths: a trodden path in a field or in the woods, a path made with bricks in a garden, a sidewalk, etc.
 - Display and read aloud the following chunk: **The snow**
 - Ask:
“What is the sentence about?”
(the snow)
“What do we already know about the snow from the beginning of the story?”
(It fell overnight; it covered everything).
 - Display and read aloud the following chunk: **was piled up very high**
 - Ask:
What did the snow look like when the boy saw it?”
(it was piled up high; made into a tall hill)
 - Students can stand up and demonstrate, by moving their hand, palm facing down in front of them, how high they think the snow might have been piled up.
 - Students can role-play shoveling the sidewalk by standing up and piling snow with a pretend shovel and piling it up very high or very low. If productive, cue students with a challenge:
“What if I took away the word very? How would that change the meaning of the sentence? I’ll give you time to think and discuss with a partner.”
(Responses will vary.)
-
- Display and read aloud the following chunk: **along the street**
 - Ask:
“Where was the snow piled up very high?”
(along the street; on the side of the street; in a line)
 - Give concrete examples to illustrate the meaning of *along*.
(Examples: Ask volunteers to place some chairs along the wall. Have a few students line up along the board.)
 - Invite other students to use the word *along* to describe where the chairs and students are, and write these sentences on the board.
 - Draw a picture of a sidewalk and a street and have a student demonstrate where the snow was by drawing the snow along the street. Have the student tell where he or she drew the snow.

- Display and read aloud the following chunk: **to make a path for walking.**
- Ask:

“Why did somebody decide to make piles of snow along the street?” What makes you think so?”
(for walking; because people need to walk on the sidewalk)
- Say:

“In this chunk, the word to shows why something was done—the purpose for making the path.”
- Students can act out some of Peter’s decisions in *The Snowy Day*. As they role play, ask them questions to prompt them to use the preposition *to*. Examples:

“Why did Peter decide to put on his snowsuit?”
(to stay warm)

“Why did Peter drag his feet?”
(to make tracks in the snow)

Reconstruct

- Scramble the **sentence strip chunks** so that the sentence doesn’t make sense and display so all students can see. It may be necessary to read the chunks to them as they work with the sequence.
- Say:

“Put the chunks of the sentences in the correct order.”
- Invite students to work with their partners. Cold call students to come to the front to put the chunks in the correct order for the whole class to see.
- Invite students to look again at all of the chunks in sequence: **The snow was piled up very high along the street to make a path for walking.**
- Read the sentence aloud again.

- Ask:

“What other questions can we ask that will help us understand this sentence?”
(Responses will vary.)

“Now what do you think the sentence means?”
(Responses will vary, but may include: There was a path for walking on the sidewalk; it snowed so much there was snow piled up high.)

“How does this Language Dive help us understand how the weather affects the choices we make?”
(Answers will vary, but may include: Someone chose to shovel snow so people could walk. Peter chose to go outside to see the piles of snow.)

Practice				
<ul style="list-style-type: none">• Tell students they will use a similar sentence to describe choices they make about weather, just like the characters in <i>The Snowy Day</i>.• Display and read aloud the sentence frame: I put on _____ [article of clothing] to _____[purpose]. <i>For lighter support:</i> I put on _____ [article of clothing] to _____[purpose] in the _____ [weather condition].• Model completing the sentence frame with an accessory/article of clothing and a purpose for deciding to wear it. Then ask students for ideas. Examples: I put on boots to stay dry. <i>For lighter support:</i> I put on boots to stay dry in the rain.• Tell students you will give them time to think and discuss with their partners <i>“Can you post the language chunks around the room on the appropriate Language Chunk Wall?”</i> <p>Examples:</p>				
	Nouns and noun phrases (people, places, things)	Language to talk about location or direction	Verbs and verb phrases (actions and states)	Language to talk about the purpose for doing something
	The snow	along the street	was piled up very high	to make a path for walking.