

Language Dive Chunk Chart: *Be a Friend to Trees*

Porcupines	
Deconstruct: Language Goals	<ul style="list-style-type: none"> “What is this sentence about?” porcupines; animals that we learned depend on trees. Point to the illustration of a porcupine eating on page 15 of <i>Be a Friend to Trees</i>. (subject; plural noun)
eat the inner bark of trees,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> “What do porcupines do?” eat bark from trees. (verb phrase) <i>the inner bark</i>: “What kind of bark do they eat?” inner bark; the inner bark is the layer right underneath the outer layer of bark we see on the trunk of a tree. Point to the illustration on page 15 of <i>Be a Friend to Trees</i> or bring a layer of bark to demonstrate. (noun phrase) Students can imitate the porcupine eating, as shown on page 15 of <i>Be a Friend to Trees</i>.
as well as buds and twigs.	
Deconstruct: Language Goals	<ul style="list-style-type: none"> “What else do porcupines eat?” buds, or flowers before they bloom, and twigs, little sticks (adverbial phrase) “Why did the author use the phrase as well as?” to tell the reader that there is something else porcupines eat. (linking phrase) “What if we replaced <i>as well as</i> with the phrase <i>and also</i> or <i>in addition to</i>? How would that change the meaning of the sentence?” They wouldn’t change the meaning because all of those phrases tell the reader there is something else that porcupines eat.

	<ul style="list-style-type: none"> • “What if we replaced <i>as well as</i> with the phrase <i>but not</i>? How would that change the meaning of the sentence?” It would mean that the author is saying porcupines do not eat buds and twigs.
Practice (Focus Structure)	<ul style="list-style-type: none"> • I eat _____ [tree crop 1] of trees, as well as _____ [tree crop 2] and _____ [tree crop 3]. (I eat <u>walnuts</u> of trees, as well as <u>apples</u> and <u>pears</u>.) Take the opportunity to clarify any misconceptions if students say peanuts, grapes, or other nuts and fruits that do not grow on trees. • <i>To provide lighter support:</i> <ul style="list-style-type: none"> – “Can you use a different linking word or phrase?” (I eat <u>walnuts</u> of trees, <u>in addition to apples</u> and <u>pears</u>.)
	<ul style="list-style-type: none"> • To provide heavier support: Provide a word/phrase bank for students to use when completing the sentence frame. • Ask: <ul style="list-style-type: none"> – “What linking words or phrases did you use? What do they tell the reader?” as well as; tells the reader there are more things I eat that come from trees
Porcupines eat the inner bark of trees, as well as buds and twigs.	
Reconstruct	<ul style="list-style-type: none"> • “How can you say this sentence in your own words?” Porcupines eat three parts of the tree: the inner bark, buds, and twigs. • “How does this Language Dive add to your understanding of the guiding question?” It helps answer our guiding question by providing a specific example of how an animal depends on trees for food. It tells us what parts of the tree the porcupine eats. It is also an example of a detail sentence. • Sketch an animal eating the food it gets from a tree.

Practice (Sentence)	<ul style="list-style-type: none">• “Can we use a similar sentence to talk about a different animal? How? What would we have to change?” Replace <i>Porcupines</i> with another animal. It might be necessary to change the kinds of foods since different animals eat different parts of trees. (Squirrels eat walnuts of trees as well as almonds and acorns.)• <i>To provide lighter support:</i><ul style="list-style-type: none">– “Can we divide this sentence into two or more sentences? What do we have to remove or change?” Porcupines eat the inner bark of trees. They also eat buds and twigs. Place period after <i>trees</i>. Replace <i>as well as</i> with also.• <i>To provide heavier support:</i> Invite students to discuss the meaning of the sentence in home language groups.• Language Chunk Wall suggestions:<ul style="list-style-type: none">– Nouns and noun phrases (people, places, things): Porcupines– Verbs and verb phrases (actions, states of being): eat the inner bark of trees,– Linking language: <u>as well as</u> buds and twigs.
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