

## Language Dive Guide: “Revolutionary War, Part I”

<b>Notes</b>	<p>Modifications from Modules 1 and 2:</p> <ul style="list-style-type: none"><li>■ In addition to teacher-led questions and answers as in Modules 1 and 2, there are suggested language goals that students should try to understand and apply for each chunk. (Consider referring to the range of questions students might ask one another in Questions We Can Ask During a Language Dive in the Module 1 Appendix.)</li><li>■ This format attempts to encourage students to take more of the lead in the conversation and to build greater independence by taking an inquiry-based approach to language in general, and the selected sentence in particular.</li><li>■ This format provides greater freedom to choose how to help students understand the suggested language goals.</li></ul> <p>Continue to employ a number of approaches to enable students to understand these goals, including grappling, displaying a list of the language goals for students to consider, asking questions and using Conversation Cues, or a combination of these approaches. At the same time, draw on your understanding and experience of Language Dives from Modules 1 and 2 as you work with the new format.</p>
<b>Sentence</b>	<p><b>The war started as a fight for the rights of English people in Britain’s 13 American colonies.</b> (from “Revolutionary War, Part I,” Body Paragraph 21, in Lesson 2 supporting materials)</p>

<b>Rationale</b>	<p>This sentence is compelling because it uses multiple prepositional phrases to expand the predicate with a focus on sentence fragments. It also connects to the guiding question by helping to explain the reason for the start of the Revolutionary War. Invite students to discuss each chunk briefly but encourage extended conversation and practice with the focus structure <b><i>as a fight for the rights</i></b>. Students will apply their understanding of the meaning and structure of this sentence as they discuss the reasons for the Revolutionary War, particularly focusing on the Patriot perspective. Depending on student need and time, consider dividing this Language Dive across several days or assigning parts of the note-catcher for homework. For example, on Day 1 complete the Deconstruct; on Day 2, briefly review the Deconstruct and complete the Reconstruct and Practice.</p>
<b>Time</b>	15 minutes
<b>Throughout the Language Dive</b>	<ul style="list-style-type: none"><li>▪ When referring to a chunk on display, point to it or invite students to place their finger by the same chunk.</li><li>▪ Record and display student discussion next to or underneath each chunk on display for visual reference.</li><li>▪ Consider referring to the Questions We Can Ask During a Language Dive anchor chart.</li><li>▪ If productive, invite students to use a translation dictionary and add vocabulary and collocations to their vocabulary log.</li><li>▪ Students can work on their <b>note-catcher</b> for each item marked with the icon .</li></ul>

<b>Deconstruct</b>	<p>Use the <b>Sentence Strip Chunks</b>.</p> <ol style="list-style-type: none"><li>1. Whole group: display all chunks, sequenced as a sentence. Read aloud the sentence twice; students read aloud the sentence with a partner.</li><li>2. Whole group: students briefly grapple with the meaning of the sentence and connection to the guiding question or big idea.</li><li>3. Whole group: consider pre-teaching one or two key vocabulary words.</li><li>4. Whole group or small group: display each chunk, chunk by chunk. Students briefly grapple with the meaning of each chunk. Use the <b>Chunk Chart</b> to guide student grappling.<ul style="list-style-type: none"><li>– As students discuss the focus structure, be sure they slow down for extended conversation and practice of the focus structure. See suggested questions and Conversation Cues in the chunk chart.</li><li>– <i>To provide lighter support:</i> Display one or more of the key suggested language goals provided in the chunk chart, or an adaptation of it, to prompt student grappling.</li><li>– <i>To provide heavier support:</i> Consider using visuals or realia to help convey meaning. Use the suggested language goals provided in the chunk chart to pose questions requiring careful consideration. Monitor with total participation techniques and Conversation Cues. Provide think time and invite partners to discuss in English or in home language groups.</li></ul></li></ol>
<b>Practice (Focus structure)</b>	<ol style="list-style-type: none"><li>5. Small group: students play with the focus structure using the suggestions in the chunk chart. Refer to the Chunk Chart for specific Practice suggestions on this sentence.</li></ol>

<b>Reconstruct</b>	<p>6. Whole group: consider scrambling the chunks. Several students each take a chunk and display it in front of the class, thinking aloud to rearrange themselves to reconstruct the sentence. To provide lighter support, consider also completing this step at the beginning of the Language Dive.</p> <p>7. Whole group: students reconstruct the meaning of sentence and connection to guiding question, big idea, learning target. Refer to the Chunk Chart for specific Reconstruct suggestions on this sentence.</p>
<b>Practice (Sentence)</b>	<p>8. Whole group: students synthesize and play with the sentence. Refer to the Chunk Chart for specific Practice suggestions on this sentence.</p>