

For ELLs: Language Dive Guide: *Have Fun, Molly Lou Melon*

Rationale: This sentence was chosen for its use of modifying phrases and its relevance to the guiding questions of the unit. Students will apply their understanding of the message of this sentence as they create their original toys using their imaginations. Invite students to discuss each chunk briefly, but slow down to focus on the highlighted structure **and violets for hair**.

Time: 8 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.
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- Congratulate students on their first experiences with kindergarten Language Dive conversations. Write and display this term.
 - If possible, display a picture of a person diving in water. Say: “A Language Dive is a conversation about a very tricky or a very long sentence. You will dive into the sentence, just like diving in water, to understand what each little part of the sentence means. Then you will discuss how the sentence is important to the text and to your work in kindergarten.”

Deconstruct
<ul style="list-style-type: none"> • Tell students about the first step in the Deconstruct stage: <i>“When we do a Language Dive, first we read the sentence. We talk about what we think it means and how it might help us understand our guiding question.”</i> • Place your finger by this sentence from page 25: On Friday, Gertie brought over a homemade doll with a frilly hollyhock skirt and violets for hair. • Read aloud the sentence twice, following along with your finger. • Ask: <i>“What is the meaning of this sentence?” (Responses will vary.)</i> <i>“How does this Language Dive help you understand our Unit 3 guiding question: ‘What toys do others prefer? Why do they prefer them?’” (Responses will vary.)</i> • After inviting responses, write and display student ideas.
<ul style="list-style-type: none"> • If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students. • Tell students that understanding some tricky words first can help them prepare to focus on the meaning and importance of each chunk. • Say: <i>“There is a word in this sentence you might not know: hollyhock. Place your finger on hollyhock. A hollyhock is a kind of flower.”</i> • Say: <i>“Next, we take the sentence apart, chunk by chunk. We figure out what each chunk means, and why it is important. Let’s talk about the first chunk of this sentence.”</i> • Display the following sentence strip chunk: On Friday, • Ask: <i>“When did Gertie Give Molly Lou a present?” (Friday)</i> • Students can point to Friday on the classroom calendar. Students can share what the class might do <i>on Friday</i>.
<ul style="list-style-type: none"> • Say: <i>“You did well figuring out what the first chunk means, and why it is important. Let’s talk about the second chunk.”</i> • Display the following chunk: Gertie brought over • Ask: <i>“What did Gertie do?”</i> <i>(She brought something to Molly Lou’s house.)</i>

<ul style="list-style-type: none"> In partners, one student can mime knocking on the door and bringing something over. The other student can guess what it is by saying “You brought over_____.” Switch roles if time allows. (Examples: cookies; a toy; flowers.) Say: <i>“You did well figuring out what the first two chunks mean, and why they’re important. Let’s talk about the third chunk.”</i> Display the following chunk: a homemade doll Ask: <i>“What did Gertie bring over to Molly Lou’s house?” (a doll)</i> <i>“What kind of doll did Gertie bring over?”</i> <i>(a homemade doll; a doll that Gertie made all by herself)</i>
<ul style="list-style-type: none"> Say: <i>“You did well figuring out what the first three chunks mean, and why they’re important. Let’s talk about the fourth chunk.”</i> Display the following chunk: with a frilly hollyhock skirt Read the chunk aloud. Ask: <i>“What was the homemade doll wearing?” (a skirt)</i> <i>“What was the skirt made out of?” (hollyhocks; flowers)</i>
<ul style="list-style-type: none"> Say: <i>“You did well figuring out what the first four chunks mean, and why they’re important. Let’s talk about the fifth chunk.”</i> Display the following chunk: and violets for hair. Ask: <i>“What else did the doll have?”</i> <i>(violets; violets on its head like hair)</i> Students can wiggle their fingers on their heads to pretend their hair is growing violets, just like on the doll.
Reconstruct
<ul style="list-style-type: none"> Say: <i>“You did well figuring out what all of the chunks mean, and why they’re important.”</i> Point to and read the entire sentence on display: On Friday, Gertie brought over a homemade doll with a frilly hollyhock skirt and violets for hair. Read the sentence aloud again. Ask: <i>“What other questions can we ask that will help us understand this sentence?”</i> <i>(Responses will vary.)</i>

*“Now what do you think is the meaning of this sentence?”
(Gertie made a doll with flowers and gave it to Molly Lou.)*

- Ask:

“How did Gertie use her imagination?” (Responses will vary, but may include: She used flowers to make a doll.)

“How does this Language Dive help you understand our Unit 3 guiding question: ‘What toys do others prefer? Why do they prefer them?’” (Molly Lou likes to play with homemade dolls because she likes to use her imagination.)

Practice

- Say:

“You did well putting the chunks back together again and talking about how this Language Dive has added to your understanding of the meaning of the sentence and the guiding question.”

- Tell students they will now go from the Reconstruct to the Practice stage:

“You’ve played with the sentence and figured out the meaning, and why it’s important to the guiding question. Now let’s start to use the language in the sentence for our own work.”

- Tell students to pretend they are making a doll themselves and to think about how they would use their imagination, just like Gertie, to make different parts of the doll.

- Display and read aloud the sentence frame:

Let’s use _____ [item from classroom] for _____ [part of doll].

For *lighter support*: Let’s use _____ [item from classroom] for _____ [part of doll] and _____ [different item from classroom] for a _____ [different part of doll].

For *heavier support*: Complete the practice as a shared group activity or provide an illustrated word bank. Also consider sketching the doll to make the practice more concrete.

- Model completing the sentence frame verbally with different nouns. Then ask students for ideas. Examples:
 - Let's use tape for hair.
 - For *lighter support*: Let's use tape for hair and pencils for arms.
- Tell students you will give them time to think and say their sentence to a partner. Invite students to share out using a total participation technique.
- Congratulate students on completing the Language Dive to better understand the meaning of this sentence, how it connects to the guiding question, and how to use it in their own work.