

Language Dive Chunk Chart: *Promises to Keep*

(For Teacher Reference)

Day 1	
Before we get into the story of Jackie Robinson,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> • <i>we</i>: “Who is this sentence about?” <i>we</i> refers to the author and narrator of the book, Sharon Robinson, and the readers. (plural pronoun/subject) • <i>get into</i>: “What will we do?” <i>get into</i> means to discuss or learn about something. (phrasal verb, simple present tense) • <i>the story of Jackie Robinson</i>: “What will we get into?” the book about Jackie Robinson, Sharon Robinson’s father. (noun phrase) • <i>Before</i>: “What does <i>Before</i> tell us?” <i>Before</i> signals the order in which actions happen or should happen. This chunk tells us that an action should happen <i>Before</i>, or earlier than, we get into Jackie Robinson’s story. (temporal subordinating conjunction)
however,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> • <i>however</i>: “What does <i>however</i> tell us?” <i>however</i> signals contrast between the previous chunk and the subsequent chunk, and that what comes next will be related to, but different from the previous chunk. Sharon Robinson uses <i>however</i> here for emphasis; it could be removed without significantly changing the meaning of the sentence. (adverb)
we need to understand how	
Deconstruct: Language Goals	<ul style="list-style-type: none"> • <i>we</i>: “Who is this chunk about?” As in the first chunk, Robinson uses <i>we</i> to refer to her readers and herself. (plural pronoun) • <i>need to understand</i>: “What do we do?” <i>need</i> tells us that something is necessary. It is necessary to know something before getting into Jackie Robinson’s story. (simple present tense verb phrase; infinitive to show purpose) • <i>how</i>: “What do we need to understand?” <i>how</i> means the manner or way something is done or happens. (adverb)

segregation became a way of life

Deconstruct: Language Goals

- *segregation*: “What is this chunk about?” segregation (noun/subject)
- *segregation*: “What do you think *segregation* means? What kind of segregation is *Promises to Keep* about?” The act of separating, or keeping people apart based on their race and skin color, religion, gender, or language, for example. *Promises to Keep* is about racial segregation.
- If productive, students can stand and segregate themselves based on the color of their shoes.
- *became*: “What did segregation become?” a way of life (simple past verb)
- *a way of life*: “What do you think it means that segregation became *a way of life*? What is a way of life for you?” Segregation came to be a part of the culture, or a regular part of living. Every day, people were kept apart because of the color of their skin. (noun phrase; collocation/idiom)
- “How can you say the focus structure in your own words?” It became common to keep people apart.
- “What do we need to do before we get into the story of Jackie Robinson?” understand how segregation became a way of life
- “How does this chunk add to your understanding of the big idea? I’ll give you time to think and discuss with a partner.” Responses will vary.
- “Close your eyes and imagine if segregation became a way of life in this classroom. How would you feel?” Responses will vary. Students are not required to share out.



in the United States.

Deconstruct: Language Goals

- “Where did segregation become a way of life?” *in* signals where. Segregation became a way of life *in the United States*, the country where Jackie Robinson and his family lived. (prepositional phrase)

Before we get into the story of Jackie Robinson, however, we need to understand how segregation became a way of life in the United States.

**Deconstruct:
Language Goals**

- Reread aloud the entire sentence on display.
- Direct students' attention to the **Verb Tenses handout**. Read aloud the definition of each verb tense and remind students that they have learned these verb tenses and have used each in their writing and speaking.
- Invite students to underline the verbs in the sentence **in red marker** on their note-catcher. Then ask them to underline the verbs in red in the sentence on display. (*get into, need, became*)

- Students can discuss the tense of each verb and the meaning that each tense conveys.
 - *get into* and *need* are written in the simple present to convey that the acts of discussing Jackie Robinson's story and understanding segregation are happening right now between Sharon Robinson and the readers.
 - *became* is written in the simple past to convey that segregation became a way of life a long time ago.
 - How segregation became a way of life, which happened in the past, needs to be understood before discussing Jackie Robinson in the present.
- Invite students to sketch the sentence on their note-catchers.

- Display the question:
What if we replace *became* in this sentence with *will become*? How does the meaning change? *Before we get into the story of Jackie Robinson, however, we need to understand how segregation will become a way of life in the United States.*
 - "We will continue playing with this sentence in Lesson 3. Before we continue in Lesson 3, I want you to think about what happens if we replace *became* with *will become*."

Day 2

**Deconstruct:
Reconstruct**

- "How can you say this sentence in your own words?" Segregation was legal and common in this country, and it helps to learn why before we continue reading *Promises to Keep*.
- "How does this Language Dive add to your understanding of the guiding question?" It helps us understand the barriers that were in place during the time in which Jackie Robinson lived.

segregation became a way of life

Practice (Focus Structure)

- “What if we replace *became* in this chunk with *will become*?”
This chunk talks about the past. *will become* is the future simple referring to something that has not yet happened, but will happen later.
- “Who can explain why your classmate came up with that response? I’ll give you time to think and write.” Responses will vary.
- Students can use *became* and *will become* in a sentence, discussing the meaning each tense conveys. Invite students to refer to the Verb Tenses handout from Lesson 2:
- Practice: ____ became _____. ____ will become _____.
 - To provide lighter support: “What if we replace *became* with *becomes*? What if we replace *how* with *that*?”
 - To provide heavier support: Model using the sentence frame with both verb tenses:
- Reading became easier after second grade.
- Math will become harder in middle school.
- Invite students to write and sketch their sentence on their note-catchers. ✍️

Before we get into the story of Jackie Robinson, however, we need to understand how segregation became a way of life in the United States.

Practice (Sentence)

- Students practice recognizing and correcting inappropriate tense shifts by underlining the verbs in red, crossing out the inappropriate shift, and then rewriting the sentence using the correct tenses. (Before we finish this unit, we need to understand how Jackie Robinson will be breaking the color barrier in baseball.)
- Students can explain that the tense shift is inappropriate:
 - *finish* and *need* are appropriate because they are written in the simple present to convey that the discussion between Sharon Robinson and the readers is happening now.
 - *will be breaking* is an inappropriate tense shift. It is written in the future progressive to convey a continuing action in the future, but Jackie Robinson lived and worked in the past. *broke* would be an appropriate tense shift, written in the simple past to convey a completed action long ago.

Practice (Sentence)	<ul style="list-style-type: none">● Students rewrite this sentence using the appropriate shift in verb tense. <i>Before we <u>finish</u> the unit, we <u>need</u> to understand how Jackie Robinson <u>broke</u> the color barrier in baseball.</i><ul style="list-style-type: none">– To provide lighter support: “Can you replace <i>broke</i> with <i>breaks</i> without changing the meaning of the sentence?”– To provide heavier support: Invite students to discuss this sentence in home language groups, using knowledge of verb tense in their home language to discuss the meaning that the verb tenses convey here. Consider sketching both sentences on a timeline to demonstrate the appropriate and inappropriate shifts.● Language Chunk Wall suggestions:<ul style="list-style-type: none">– Nouns and noun phrases and clauses (people, places, things, ideas): <u>segregation became a way of life</u>– Verbs and verb phrases (actions, states of being): <u>we need to understand how / segregation became a way of life</u>– Language to connect words, phrases, clauses: <u>Before</u> we get into the story of Jackie Robinson / <u>however,</u>
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