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| **LESSON**  **PLAN COMPONENT** | **DAY ONE** | **DAY TWO** | **DAY THREE** |
| **Topic of Lesson and Curricular Structure** | African American Language: Discussion, Activity, and Read Aloud | Spanish: Powerpoint, Read Aloud, and Activity | AAL, SE, and Spanish: Discussion and Assessment |
| **ELA Standards & Indicators Addressed** (at least four) | **Standard 4:** Synthesize integrated information to share learning and/or take action.   * 1. Draw conclusions from relationships and patterns discovered during the inquiry process.   2. Determine appropriate tools to communicate findings. | **Standard 4:** Synthesize integrated information to share learning and/or take action.   * 1. Draw conclusions from relationships and patterns discovered during the inquiry process.   2. Determine appropriate tools to communicate findings. | **Standard 4:** Synthesize integrated information to share learning and/or take action.   * 1. Reflect on findings and take action. |
| **Goals** (concepts to be taught) | I want my student(s) to understand that:   * AAL is a valid language that has rules and regulations * There are differences and commonalities between various language structures | I want my student(s) to understand that:   * Spanish is a language that is commonly spoken around the world and has a large presence in America * There are differences and commonalities between various language structures | I want my student(s) to understand that:   * There are differences and commonalities between various language structures * Multilingualism is a beneficial tool and it has social, cognitive, and global benefits * Recognize that linguicism is a detrimental issue |
| **Materials** (list everything you need for the lesson) | * *Honey Baby Sugar Child* book * Paper with examples from the book * Scrap paper * White board markers * Powerpoint * Pencils | * *Growing Up With Tamales / Los Tamales de Ana* * PowerPoint about Spanish language * Contrastive Analysis sheet * Pencils | * Contrastive analysis chart * Previous resources |
| **Guided Instruction** (step-by-step, what you will say and do) | T: “When you talk to your best friends or family members, you might talk a little different than you would to someone you don’t know that well.”  T: Write example on the board  T: “I be goin to school. Let’s all read this together, ready? I be goin to school.”  T: “This is language is called African American Language, and it is spoken everyday across America.”  T: “If you were to say ‘I be goin to school’ in Standard English, you would say ‘I go to school.”  T: “Does anyone speak African American Language in their home or with their friends? If so, could you give me an example?”  T: Write ‘He workin’on the board.  T: “He workin’ is another example of African American language. Raise your hand and tell me what this is in standardized English.”  T: “In standardized English, He workin’ would be he is working.”  T: “Many African Americans speak African American Language and Standard English. When you say something in Standardized English then say it in African American Language, you are code-switching.”  T: “Let’s read *Honey Baby Sugar Child* and look for some examples of African American Language.”  T: Read book  T: “Let’s split into groups of 4, I am going to hand a member of your group a sheet of paper that has a sentence from the book on it. I want you to code-switch this sentence from African American Language to Standard English.”  T: Go over each groups results and make any corrections if needed | T: Ask students if any of them know Spanish/speak it at home or know someone who does.  T: Show PowerPoint about Spanish speaking countries and how often Spanish is spoken in America.  T: Show slide that has Spanish words that sound similar to their English translation and some Spanish words that sound nothing like their English translation.  T: Read the book *Growing Up With Tamales/Los Tamales de Ana* to the class.  T: Point out the words we reviewed in the slide.  T: Ask if anyone has clarification questions.  T: Ask any of your Spanish speaking students (if there are any) if they have anything to add to the discussion.  T: Split class into groups of 4 and assign them a Spanish word you have previously discussed. Have them create an English sentence around the word that makes the meaning apparent. For example: manos. This means hands in Spanish. An example of a sentence would be: I use my manos to use a pencil. They would read the sentence in front of the class and a student would have to raise their hand to guess the translation. | T: “Can someone tell me a similarity and a difference between SE and AAL? Can someone tell me a similarity and a difference between SE and Spanish?”  T: “The activities and discussions we have had over the last two days have shown us that there are similarities and differences between languages. Being able to code-switch allows us to understand the benefits of being multilingual. Exploring these beautiful languages gives us opportunities to learn about each other and the world around us. We cannot build relationships with each other if we only accept one language.”  T: Hand out contrastive analysis chart  T: “Split into groups of 4 and complete this chart. You will need to use your knowledge of AAL, SE, and Spanish to fill out this chart correctly.”  T: Go over the chart with entire class. |
| **Rationale**: (How is this lesson critical to building your student(s)’ linguistic knowledge and appreciation?) | Understanding AAL and code-switching allows children to build an appreciation of their native languages. Students have to use a cultural lens in order to understand the role of language in culture and learning. Students build perspective through their interactions, which impacts their academic success. This particular lesson allows children to distinguish between AAL and SE and their connections to culture. | Spanish is one of the most commonly used languages across the world and more Spanish speakers are present in the classroom today than ever before. These students deserve to have their language celebrated, not stifled. It is important to normalize the usage of Spanish in the classroom, as it is probably the home language of one or more students. In addition, knowing a few basic Spanish phrases will only help them in the future when they take language courses in their higher education. | Discussing the benefits of multilinguicism and negative impact of linguicism extends children’s’ linguistic knowledge. When the students complete the contrastive analysis assessment, they are distinguishing between culture and language. Recognizing differences between languages allows children to analyze unfamiliar cultures. Contrastive analysis allows children to be culturally inclusive by understanding the importance of language as it connects to culture. |
| **Assessment** (How will you find out if the students meet your Goals?) | I will know if my students understand the lesson when we discuss the reading. My students should be able to code-switch from AAL to SE during group work. | I will assess how the students met my goals by the sentences they create and how many students could correctly translate the Spanish word just by using context clues. | The contrastive analysis sheet will have blanks for students to fill in for AAL, Standardized English, and Spanish. The students will be separated into groups of 4 and asked to fill in the blanks of the chart. The blanks with alternate between the three languages, but they will always start with an example. The chart will be turned in like an exit slip so I can look over their charts and figure out what I need to go over and what my students feel comfortable with. |
| **Reflection on Students:** (what do your students understand and what can they do as a result of your teaching? – include evidence, digital photos attached to this reflection electronically) |  |  |  |
| **Reflection on Self:** (what you did well, what you would do differently the next time). |  |  |  |

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| Standardized English | African American Language | Spanish |
| He is working. |  |  |
|  | He be here in a second. |  |
|  |  | Mi nombre es Kathleen. |
|  | Put yo books up. |  |
|  |  | ¿Cómo estás? |

**Code-Switching Worksheet**

Directions: Write how you would say the phrase in Standardized English, African American Language, and Spanish. This is your exit slip – please hand this in before you leave.