**Day One:**

**Topic of the Lesson:** Introduction to Multiple Languages (SE, AAL, Spanish)

**Curricular Structure:** Beauty of Languages

**Specific Concepts:** I want the students to:

-learn the terms *language, bilingualism, multilingualism, translation and linguicism.*

-appreciate the advantages of bi/multilingualism: cognitive, social, global.

-consider the many languages that exist in the world and the cultures they represent.

**Standards:**

*Language:*

Standard 5: Demonstrate command of the conventions of standard English

5.4 Use spelling patterns and generalizations

*Meaning and Context:*

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

**Indicators:**

5.4 Use spelling patterns and generalizations

1.1 Explore and create meaning through conversation and interaction with peers and adults.

**Materials:**

-Computer: powerpoint on the beauty of languages

-White board with examples of ways to say good morning in different languages for the introduction (Standardized English, AAL, Spanish)

-Dry Erase Marker

**Procedures:**

1. T: *Introduce topic of Multilingualism.* “Today we are going to learn about the different languages that are spoken in the U.S. and other parts of the world. Can you name any languages that you know, have heard of or have seen around you?” (Allow for wait-time)
2. S: *Shares any existing knowledge on language.*
3. T: *Consider the many languages that exist in the world.* “Yes there are many different languages that are spoken in many different places. Each language is beautiful and unique because it represents a specific culture and allows for people to communicate around the world. Here in the U.S. we have more than one language. Although we are mostly taught Standardized English in school, there are many more languages and cultures represented in our country.”
4. T: *Hold up white board with written examples of saying “hello, my name is…”, “I like to read” and “Nice to meet you” in Standardized English, African American Language and Spanish.*
5. T: “Do you recognize any of the languages written on the board?” (Allow for wait-time)
6. S: *Answers the question based on understanding of different languages.*
7. T: “Yes, there is Standardized English written on the board as well as two other languages. There is also African American language and Spanish. Next week we are going to learn more about African American language and its origin. Do you think you can translate between these three languages? We can try it together!”
8. T and S: *Read the three phrases written on the board in each of their languages together.*
9. T: “Good job! Now you now how to translate between not two, but three languages! That’s pretty cool. Do you see any similarities between how the languages are spelled and spoken?” (Allow for wait-time)
10. S: *Answers the question based on what they see on the board and have just spoken.*
11. T: “Standardized English and African American Language have many similarities even though they are two separate languages with their own rules and structures.” *Allow for discussion of AAL if the student has heard it spoken in their community or at home before and would like to share any information/ stories.*
12. T: “Have you heard of the term multilingualism?” (Allow for wait-time)
13. S: *Answers the question either correctly, incorrectly or does not know.*
14. T: “Multilingualism is the ability of an individual speaker or community of speakers to speak more than one language. Did you know that there are more multi-linguists in the world than monolingual speakers? Monolingual speakers are those that can only speak and understand one language. Bilingualism is the ability to speak two languages because the prefix, “bi” means two. It is really important to appreciate different languages because there are so many of them and so many people that speak them.”
15. T: “Okay, now we are going to learn more about why language is so important.”
16. T and S: *Show the student the “Language is Beautiful” powerpoint on the laptop (15 slides). As you read each page on the slide, give the student time to think and respond to the text. Allow the powerpoint to facilitate a discussion based on different languages, where they come from and why we use them everyday.* (Powerpoint provides an admiration for bi/multilingualism and understanding that it builds cognitive, social, and global skills and abilities.)
17. T: “You now have even more knowledge on languages from around the world. You can even teach your friends and family your translation skills. We learned about three different languages today that have similarities and differences that make them unique. Do you remember the three languages we discussed?”
18. S: *Answers the question either correctly, incorrectly or does not know.*
19. T: “We learned Standardized English, African American Language and Spanish. We also learned that these languages are spoken in many countries and in fact are all spoken here in the U.S.”
20. T and S: *Allow for closing discussion of any remaining questions or comments.*

**Rationale:**

“According to the Associated Press, 66% of the children in the world are raised to speak two languages.” … “But only 6.3 percent of the children in the U.S are” (Paradowski, 2017). As Paradowski tells us, very few children in the U.S are raised to speak multiple languages. It is imperative that we teach children other languages and about the importance of valuing all languages. Learning multiple languages helps us to “Better understand and appreciate people of other countries, thereby lessening racism, xenophobia, and intolerance (Carpenter & Torney 1974), as the learning of a new language usually brings with it a revelation of a new culture” (Paradowski, 2017). Many teachers assume that standardized English must be the only language spoken and taught in schools. This marginalizes students who speak other languages and devalues their culture. Day one of our contrastive analysis lesson will be used to introduce the topic of multilingualism and bilingualism to students. We have created a PowerPoint that will show the students the beauty and importance of all languages. We hope to validate the language of multilingual students through this lesson and teach everyone that speaking multiple languages is a positive and amazing thing because “People who speak two or more languages have [greater cognitive abilities](http://www.huffingtonpost.com/2014/06/02/bilingualism_n_5419770.html) — particularly in general intelligence and reading — from their baseline, compared with those who only speak one language” (Chan, 2017).

**Concluding Statement:** This lesson is crucial to building children’s linguistic knowledge because we will focus on why language diversity is important. Day one of our curricular lesson plan will focus on showing our student’s the importance of valuing and appreciating all languages. We will make sure that our student’s walk away from this lesson appreciating not only their own language but also the languages of their peers and everyone in the world. Student’s will understand what it means to be multilingual and they will learn that this is a positive thing to be. Many of our students will even realize that they are bilingual!

**Reflection on Students:** The students understood the importance of multilingualism when communicating with people from different cultures. The students practiced learning the 7 continents from the powerpoint as it relates to the use of different languages around the world. From this lesson, the students began to appreciate the beauty of languages and became interested in learning more languages. The students are not able to start learning about different languages and their origin within the world.

**Reflection on Self:** I believe the powerpoint presentation went well when educating the students on the importance of multilingualism in an understanding manner. I provided both text and images to provide representations of different languages and cultures. In the future, I would include more maps to show the origin of different languages to give the students a better understanding of how languages were created and influence many different people.

**Day Two:**

**Topic of the Lesson:** Introduction to Multiple Languages (SE, AAL, Spanish)

**Curricular Structure:** History of African American Language and Read Aloud

**Specific Concepts:** I want the students to:

- understand the legitimacy of different languages and their roots within various cultures.

-recognize the use of the habitual “be” when translating into African American language.

-gain knowledge about different language structures.

**Standards:**

Standard 5: Demonstrate command of the conventions of standard English

**Indicators:**

5.4 Use spelling patterns and generalizations

**Materials:**

-Laptop: powerpoint on the history of AAL

-Book: Be Boy Buzz by Bell Hooks (laptop for online book)

**-**Worksheet about translating between different languages

-Writing Utensil: Pencil/Pen

**Procedures:**

1. T: *Introduce topic of African American Language and its roots in Western African.* “Today, we are going to continue our lesson of Multilingualism. Do you remember what that means?” (Allow for wait-time)
2. S: *Answers question either correctly, incorrectly or does not know.*
3. T: “Multilingualism is the ability of an individual speaker or community of speakers to speak more than one language. We learned multiple languages last class such as African American Language, Standardized English and Spanish and how they are all spoke in the U.S.”
4. T and S: *Allow for discussion to recap gained knowledge and preface today’s lesson. Provide the students with opportunities to share insight and ask questions.*
5. T: Today we are going to focus on African American Language and its history within the world. Can you guess why this language is called African American?” (Allow for wait-time)
6. S: *Answers the question to the best of their abilities*
7. T: “African American Language is a combination of both African and American cultures. It has similarities between phrases and rules from languages in Western Africa as well as Standardized English which we learn in American schools.” *Allow the student to share in the discussion.*
8. T: “I have another powerpoint for us to learn about the history of West Africa and its influence on America. Do you already know anything about Africa?” (Allow for wait-time)
9. S: *Answers the question to the best of their abilities*
10. T and S: *Show the student the “History of West Africa” powerpoint on the laptop (15 slides). As you read each page on the slide, give the student time to think and respond to the text. Allow the powerpoint to facilitate a discussion based on the culture in Africa. Encourage the student to observe and respond to the images and maps.* (Powerpoint provides a brief history of AAL, its legitimacy and its West African roots.)
11. T: *Introduce topic of understanding linguicism, the damage it does, and how to stand against it. “*We must appreciate the many languages in the world to better appreciate their cultural roots and the individuals that speak them. We must know the differences and commonalities across different language structures to become multi-linguists.”
12. S: *Allow for the student to respond with thoughts or questions.*
13. T: “Now that we know more about the origin of African American Language and its roots in Africa, we’re going to read a book in that language. This book is called Be Boy Buzz by Bell Hooks.”
14. T and S: *Read book together while addressing the grammatical structures of AAL presented in the text. (Ex. Habitual Be presented in the book)*
15. T: “We are going to work on translating between African American Language which we just read and Standardized English and Spanish. I have a sheet with phrases from the book that we are going to translate into the two other languages.”
16. T and S: *Present student with worksheet that has chosen phrases that the student must consider when translating. Help the students to translate while referencing a key.*
17. T: “ Wow, you have learned to translate even more phrases in all three languages. You are multilingual in African American Language, Standardized English and Spanish.”
18. T and S: *Allow for closing conversation to discuss the history of AAL, translating between languages and the importance of appreciating multilingualism. Encourage the student to engage with the text and images from the lesson to further their critical thinking.*

**Rationale:**

“Various strategies can be useful for learning Standard English equivalents, one that does not work is correcting vernacular features” (p. 4) (Wheeler and Swords, 2006). The students we are teaching this lesson to speak AAL. “Traditional models of language have long sought to dismiss and repress the language minority children bring to the table.” (p. 25) (Wheeler and Swords, 2006). Instead of dismissing and suppressing our student’s language we want to validate it by teaching the history of the language and the language itself to the class. This is beneficial to students who speak ALL and to those who don’t. Wheeler and Swords write, “What I found to be so persistent and widespread was the fact that, across children’s literature and beyond, Standard English is seen by many as the only acceptable dialect to be used in books or public conversation. The assumed superiority of Mainstream American English (Wheeler & Swords, 2004) is so ingrained in society that the absence of African American Vernacular English (the home dialect of some African American children) goes virtually unnoticed in children’s books, and the silence of this form of speaking very clearly conveys its place as an inferior means of communication.” (p.37) (Wheeler and Swords, 2006). On day two of our contrastive analysis lesson we will read the picture book *Be Boy Buzz, By Bell Hooks.* This book writes in African American Language, a language that is often left out in literacy and curriculum. “Regrettably, many teaching approaches used in classrooms prematurely foreclose AAL speakers’ biliteracy and bilingualism development and force students to be monolingual by default” (P. 39) (Boutte, 2015). This lesson will encourage the use of both home languages and standardized English in the classroom.

**Concluding Statement:** This lesson is critical to building children’s linguistic knowledge and appreciation because we will teach our students about the history of African American Language. This will build their knowledge on the cultural foundations and importance of this language. By learning the roots of African American Language the students will be able to appreciate its beauty, value and validity as a language. Will read the story *Be Boy Buzz*, so that the children can see African American Language in literature.

**Reflection on Students:** The students were introduced to the history of Western Africa and its influence on African American Language in a powerpoint. The students were not familiar with AAL or its origination before the lesson. From this lesson, the students became more familiar with terms such as ALL, African Diaspora, Western Africa and Gullah Geechee and their importance in African History. The students also learned more about AAL when reading the book, *Be Boy Buzz*. From this lesson the students became more familiar with the grammatical rules of AAL while practicing to translate between AAL and Standardize English.

**Reflection on Self:** For this lesson, I provided a powerpoint filled with the history of the slave trade, images of maps (African and America), images of gullah people, representations of AAL and translations between AAL and SE. I made sure to provide multiple representations of Africa and the Gullah Geechee people to provide a wide context of African History. I also included a boy book, *Be Boy Buzz* which presented African American Language in text. I encouraged the students to continue practicing translating between AAL and SE to broaden their knowledge of different languages. In the future, I would include powerpoints with the histories of different languages and books written with translations to encourage the students to learn multiple languages.

**Day Three:**

**Topic of the Lesson:** Introduction to Multiple Languages (SE, AAL, Spanish)

**Curricular Structure:** Contrastive Analysis Lesson (Translation and Assessment)

**Specific Concepts:** I want the students to:

-translate between Standardized English, African American Language, and Spanish.

-understand how to translate across the three languages.

-understand how to use the three languages as writers and readers.

**Standards:**

Standard 5: Demonstrate command of the conventions of standard English

**Indicators:**

5.4 Use spelling patterns and generalizations

**Materials:**

-Computer: Visuals that are engaging: maps, photos, charts, etc.

-Mystery Rule Charts: the use of different languages and their meaning

-Assessment worksheet that requires the student to fill out a translation chart

-Writing Utensil: Pencil/Pen

**Procedures:**

1. T: *Introduce topic of Contrastive Analysis and teaching the term “translation” to differentiate this from correction.* “Hello! I hope you are excited to continue learning about Multilingualism! We are going to continue translating today so that we are experts!”
2. T: “Do you remember what you learned about last week?” (Allow for wait-time)
3. S: *Answers question to the best of their abilities.*
4. T: “Yes, we learned about the history of West Africa and its cultural roots that exist in the U.S. We know that African American Language formed because many Western Africans were taken from their homes, brought to America and forced to assimilate into the culture. African American Language is a combination of Standardized English and the many languages that are spoken in Africa. We also learned to translate between African American Language, Standardized English and Spanish.”
5. T: “I have some images to show you that represent that cultures of African American Language, English and Spanish.” (Images represent the poetry, songs, chant, children’s literature, and/or other texts of each of the languages.)
6. T and S: *Encourage discussion of images and the differences/similarities among the three languages.*
7. T: “I have two charts for us to fill out on the different rules between African American Language, Standardized English and Spanish together.” (A chart developed prior to working with the children that contrasts one language structure across three languages: AAL, SE. Completion of the chart with the children adding at least two other language structures.)
8. T and S: *Work together to fill out the chart by translating between the different languages. Help the students to fill in the blanks by referencing the key.*
9. T: *Answer any questions the student may have about the activity and allow for collaboration throughout the process.*
10. T: “Great job! Now, I want to see what you have learned from this lesson plan. I have an assessment for you on the different languages you have learned and we have discussed together. You are going to draw a line to match the different phrases based on their correct translation. You have seen all of these phrases and the words within them so I know you can do it! Just try your best!”
11. S: *Student will be assessed on their knowledge gained throughout the lesson based on their creation of multilingual texts. The will have to translate between African American Language, Standardized English and Spanish by matching between different phrases.*
12. T: “Wow, you have learned a lot more about African American Language, Standardized English and Spanish! I’m so proud of your hard work and efforts throughout the lesson. Remember how important it is to appreciate different cultures, languages and the people that they represent.”

**Rationale:**

“Our goal as educators is to respect and extend whatever languages children speak. It is important that we help children add SE to their language repertories without denigrating the home language” (p. 38) (Boutte, 2015). On day three of our contrastive analysis lesson we will introduce Spanish, Standardized English and African American Language to our students. We know that our students speak African American Language. Instead of devaluing their home language we will use their language in the classroom as an asset because just like Standardized English, Spanish, French, Chinese, and all the many languages in our world, African American language is a beautiful and important language. “Primary grade children who come from AAL homes can be considered emergent bilinguals or biliterates who are eager to learn aspects of a second language system (in this case, SE) (P. 39)” (Boutte, 2015). In this lesson we will acknowledge African American Language as a legitimate language. We will make sure to show contrastive analysis examples where each language, Spanish, African American Language and Spanish, comes first, so that one language does not seem dominant or better than the others. “The usage of African American language among African American students –particularly in urban public school settings– is widely acknowledged and is recognized in the literature as a significant barrier to learning. (P. 8)” (LeMoine, 2007). In this lesson we will show our students that we value African American Language. We will recognize that many many people speak AAL and we will show students that knowing a second language such as AAL is not a barrier to learning. Instead, we will teach our students that it is a cognitive asset and benefit.

**Assessment:** On day three we will assess what the students have learned. We plan to do this by giving the students a blank contrastive analysis worksheet at the end of the lesson. They will have learned in the lesson about Spanish, Standardized English and African American Language. On day three of the lesson we will show the students what a contrastive analysis is. We will discuss it and figure out how to fill in one together. After the lesson the students will be given a contrastive analysis chart that they will be asked to fill out on their own. We will use this chart as a way to observe and assess what the students have learned. We will also use conversations and discussions to assess what the students are understanding.

**Concluding Statement:** On day three of our contrastive analysis lesson the students will learn how to complete a contrastive analysis chart. This will show students Spanish, Standardized English, and African American Language on an equal playing field. We will switch the order so that each language comes first an equal amount of times, when translating between different languages. This is a critical part of our lesson. Once the students understand this concept they will realize how different languages can have many similarities. They will see that not one language is greater than another. By the end of this lesson, our students will be multilingual speakers who are knowledgeable about language and understand the value of language diversity.

**Reflection on Students:** During this lesson plan, the students became more familiar with translation when focusing on African American Language, Standardized English and Spanish. The students learned the use of grammatical rules in languages such as habitual be, double negatives and the pronunciation of consonants. The students practiced their translation skills by completing a translation chart between AAL, SE and Spanish. The students now understand the different structures of languages that make them unique with their own cultures. The students will be able to share the new language they have learned with their friends and family!

**Reflection on Self:** I helped the students to better understand the languages of AAL, SE and Spanish through learning the grammatical rules of languages and practicing their translations. I provided more visual aids and a video to help the students better understand the importance of the lesson. I believe that the conversation I created on language and translation helped to educate the students on the value of different languages. In future lesson plans, I would spend more time working on the grammatical structures and translations between languages so the students would be able to fully comprehend the content. I believe these three lesson plans helped to educate the students on the importance of multilingualism while encouraging them to further their linguistic appreciation.

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