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| **LESSON** **PLAN COMPONENT** | **DAY ONE** | **DAY TWO** | **DAY THREE** |
| **Topic of Lesson and Curricular Structure**  | Introduction to Language and Multilingualism: PowerPoint | Introduction to AAL and Patois: PowerPoint | Contrastive Analysis: Read Aloud, Analysis of Song Lyrics and Worksheet |
| **ELA Standards & Indicators Addressed** (at least four) | **SC ELA Standards for Grade 1: Inquiry Based Literacy Standards****Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.  | **SC ELA Standards for Grade 1: Communication****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.**1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.   | **SC ELA Standards for Grade 1: Inquiry Based Literacy Standards****Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read. |
| **Goals** (concepts to be taught) | I want my student to understand that their language(s), as well as all the other languages of the world are valuable and rich. I want my student to learn that no one language is better than another. I also want my student to understand the benefits of being multilingual. | I want my student to understand that African American Language is a structured, rule-governed language. I want my student to understand that using AAL and/or any other home language is important because it was carried from your ancestors down to you. I want my student to understand that it is okay to translate and use the language that is most fitting for that situation.  | I want my student to understand how to translate between 3 languages: Standardized English, AAL, and Patois. I want my student to make connections to the AAL book that we will read aloud together, whether it is through the characters or the use of AAL in the book.  |
| **Materials** (list everything you need for the lesson) | Multilingualism PowerPointVideo of Dora the Explorer “Say It Two Ways”: <https://www.youtube.com/watch?v=utVkF-F8Z-Y&index=1&list=PL1HyxuSQBaYiYO2ZDPuiMa5nU13jZHf2C>Language Assessment Worksheet Sketch PadMarkers | AAL and Patois PowerPoint Video of President Barack Obama speaking Patois: <https://www.youtube.com/watch?v=Z6Bo_JFakNI>AAL and Patois Assessment WorksheetSketch PadMarkers | *My Man Blue* Book by Nikki GrimesVideo of Rihanna Song “Work” With Lyrics: <https://www.youtube.com/watch?v=b7-e1oakCyA>Worksheet w/ Patois lyricsHighlighterContrastive Analysis Worksheet (including SE, AAL, and Patois)Sketch PadMarkers |
| **Guided Instruction** (step-by-step, what you will say and do) | 1. After picking up my student for reading buddy time, I will tell my reading buddy that today we will begin a 3-part lesson about language and multilingualism.
2. I will explain that we will be reading through a PowerPoint together and we will watch a video of someone who is bilingual translating between English and their home language.
3. I will open the PowerPoint and slowly move through slide by slide, reading the slides and pausing for questions and discussion.
4. When we finish viewing the PowerPoint, I will ask my reading buddy if he has any questions.
5. I will explain to my reading buddy that I will now show him a video of Dora, who is bilingual, translating words.
6. I will play the video for my reading buddy.
7. When we are finished, I will hand my reading buddy an assessment worksheet for him to complete.
8. I will explain that if he has any questions or needs help that he can ask me, but to try to first complete it on his own.
9. Once the student has completed the assessment worksheet, I will put the sketch pad and markers on the table.
10. Since my reading buddy loves drawing and putting his thoughts into art, I will explain that if he wants to draw today about anything that he learned, he is welcome to do so.
11. I will give my reading buddy time to draw and color.
12. Once the student has had time to create his masterpiece, I will explain that we must clean up the markers.
13. After we have put away all materials, I will walk my reading buddy back to his classroom.
 | 1. After picking up my student for reading buddy time, I will tell my reading buddy that today we will begin the second part of our lesson, which is about African American Language and Patois.
2. I will explain that we will be reading through a PowerPoint together and we will watch a video of someone speaking Patois.
3. I will open the PowerPoint and slowly move through slide by slide, reading the slides and pausing for questions and discussion.
4. When we finish viewing the PowerPoint, I will ask my reading buddy if he has any questions.
5. I will explain to my reading buddy that I will now show him a video of President Barack Obama, who is speaking Patois when he visited Jamaica.
6. I will play the video for my reading buddy.
7. When we are finished, I will hand my reading buddy an assessment worksheet for him to complete.
8. I will explain that if he has any questions or needs help that he can ask me, but to try to first complete it on his own.
9. Once the student has completed the assessment worksheet, I will put the sketch pad and markers on the table.
10. Since my reading buddy loves drawing and putting his thoughts into art, I will explain that if he wants to draw today about anything that he learned, he is welcome to do so.
11. I will give my reading buddy time to draw and color.
12. Once the student has had time to create his masterpiece, I will explain that we must clean up the markers.
13. After we have put away all materials, I will walk my reading buddy back to his classroom.
 | 1. After picking up my student for reading buddy time, I will tell my reading buddy that today we will begin the final and third part of our lesson, which is a continued lesson about AAL and Patois.
2. I will explain that we will read-aloud together a book that uses AAL.
3. I will tell my reading buddy to stop me any time he has questions or wants to talk about connections that he is making to the book.
4. I will read aloud the book at a decent pace, giving the student time to process what I’m reading and look at the illustrations.
5. As I read the book, I will point at the words so the student can see what the words look like that he hears.
6. When we finish the read-aloud, I will ask the student if he has any questions.
7. I will explain to the student that now that we have read a book in AAL, we will listen to a song that has Patois.
8. I will explain to the student that we will not listen to the entire song, but that we will listen to the first 30 seconds to hear just enough to complete a worksheet.
9. This first worksheet will have the lyrics to the first 30 seconds of the song. I will explain to the student that he will need to highlight any place that he sees Patois. (Try alone first, then ask for help.)
10. When he is finished, I will hand my reading buddy a second worksheet, which has a contrastive analysis table, for him to complete.
11. I will explain that if he has any questions or needs help that he can ask me, but to try to first complete it on his own.
12. Once the student has completed the assessment worksheet, I will put the sketch pad and markers on the table.
13. Since my reading buddy loves drawing and putting his thoughts into art, I will explain that if he wants to draw today about anything that he learned, he is welcome to do so.
14. I will give my reading buddy time to draw and color.
15. Once the student has had time to create his masterpiece, I will explain that we must clean up the markers.
16. After we have put away all materials, I will walk my reading buddy back to his classroom.
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| **Rationale**: (How is this lesson critical to building your student(s)’ linguistic knowledge and appreciation?) | This language lesson is critical to building the student’s linguistic knowledge and appreciation because it gives insight on why language is important. This lesson also teaches the student that language is used for more than just speaking. This lesson shows the student that being multilingual is beautiful and that there are many benefits to speaking multiple languages. | This AAL and Patois lesson is critical to building the student’s linguistic knowledge and appreciation because it teaches the student, who is African American, to value his legitimate home language. This lesson gives a short history about Africa, its beautiful people, and how it has shaped language, even here in South Carolina. This lesson also gives the student insight into a third language that he may not have previously worked with, giving him knowledge and appreciation of a language different from his own. | This read-aloud lesson is critical to building the student’s linguistic knowledge and appreciation because it shows the student that books and texts do exist that uses his home language. It shows the student that his culture and language are reflected in the curriculum, making it culturally relevant. This book also uses Standardized English, which shows the student code-switching and translating. The worksheet that the student completes will allow him to translate between 3 languages, giving him knowledge of other languages and experience with translating between multiple languages.  |
| **Assessment** (How will you find out if the students meet your Goals?) | To assess the student, I will have the student fill out an assessment worksheet. This worksheet will have 4 open-ended questions related to language and multilingualism. I will ask the student to complete it on his own but to ask questions as he needs. Based on his answers, we will have a discussion. If he has answered everything correctly, I will tell the student thank you for his time and allow him to start drawing at that time, since the lesson has been concluded. If the student has an answer that I was not expecting, I will ask him to elaborate and tell me more about how he got his answer. | To assess the student, I will have the student fill out an assessment worksheet. This worksheet will have 4 open-ended questions related to AAL and Patois. I will ask the student to complete it on his own but to ask questions as he needs. Based on his answers, we will have a discussion. If he has answered everything correctly, I will tell the student thank you for his time and allow him to start drawing at that time, since the lesson has been concluded. If the student has an answer that I was not expecting, I will ask him to elaborate and tell me more about how he got his answer. | To assess the student, I will have the student fill out two worksheets. Since there is no PowerPoint on this day and the read aloud is short, there will be enough time. The first worksheet will be of lyrics from a song that is sung in Patois. The student will have to highlight any Patois words/use of Patois. The second worksheet is the Contrastive Analysis chart. The chart will have 3 columns, asking the student to translate 3 phrases into AAL, SE, and Patois. I will ask the student to complete it on his own but to ask questions as he needs. Based on his answers, we will have a discussion. If he has answered everything correctly, I will tell the student thank you for his time and allow him to start drawing at that time, since the lesson has been concluded. If the student has an answer that I was not expecting, I will ask him to elaborate and tell me more about how he got his answer. |
| **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) | **My reading buddy Robert understands what multilingualism is and named a couple different languages that he has heard of before: Spanish and French. I asked him if they have any foreign languages at his school and he said yes, only Spanish. He then proceeded to tell me that Senora (the Spanish teacher) is bilingual and speaking English and Spanish. He also pointed out that Dora is bilingual before he even saw her on the PowerPoint. When we watched the Dora video of her translating between English and Spanish, he repeated all of the words and seemed excited that he already knew a few. He said that he knew about a lot already but learned the terms translation and multi- and bilingualism. While he already knew about some languages beyond his own, he learned a little more about it, as well as some terms related to speaking more than one language, switching between languages, and the discrimination of a person based on their language. I forgot the worksheet at home, so instead of Robert writing his answers to Day 1 Assessment, I filled it in with his answers on the computer. Original Assessment and Student Completed Assessment Attached.**  | **My reading buddy Robert understands that there are languages used within black communities that are not English. He said that his parents speak English, but differently from others. I’m not sure if they speak another language or have an accent from home, but he said his father is from Charleston and his mother is from Virgin Islands so he is familiar with languages/accents other than English. When looking at the first slide, I asked Robert if he has heard of Patois, a language that many people use on the island of Jamaica. He said no, but I heard of Gullah before. I was blown away. I asked him how he heard of Gullah and he said his librarian showed him a video of an elephant speaking Gullah. He learned about AAL and Patois. He said he speaks AAL but didn’t know that it has its own rules and structure. He thought it was cool that Barack Obama spoke Patois and asked if he is bilingual, a word used in the previous lesson. He also asked if in Jamaica, do they also speak English and is that why they could understand Barack Obama when he spoke both English and Patois? He learned that Africa is not a country, but instead a continent with hundreds and thousands of beautiful languages. He told me that maybe the slaves and Harriett Tubman used AAL, and that when they used the underground railroad, which isn’t a real railroad, sometimes they had to talk in codes, so maybe speaking something other than English is good. He identified himself as bilingual and said he speaks English and some AAL and Spanish, but that “he doesn’t know it all.” Student filled out Day 2 Assessment by hand. Original Assessment (attachment) and Student Completed Assessment (photo) Attached.** | **Was supposed to do Day 3 Lesson with Robert on 3/29/2018 but teacher asked me to pick him up later in the day. Half day, so there was no time to meet.**  |
| **Reflection on Self:** (what you did well, what you would do differently the next time). | **After fixing and changing some things on my PowerPoint, I think I did well on presenting the PowerPoint in a concise, interesting way for such a young student. Originally, the PowerPoint was very long. Using Dr. Wynter-Hoyte’s suggestion to cut it down, I was able to have a more age appropriate slideshow. I also gave Robert time to talk and asked him questions/let him ask, as he spoke up a few times to tell me all about his personal experiences related to language. Next time, I would make it more engaging. While Robert did pay attention, he seemed to be more involved when he saw videos or something more interactive than staring at a screen for a slideshow.**  | **Again, I had to fix some things on my PowerPoint. I had pictures for my AAL PowerPoint that painted a single story, only showing African people in tribal clothing. Upon suggestion from Dr. Wynter-Hoyte and Dr. Long, I removed some of those pictures and replaced them with pictures showing African people in regular clothing, work places, at home, and multiple views of them. When presenting the PowerPoint, I think I did a good job, because even though I had to minimize the amount of words per slide to keep my reading buddy interested, I still asked questions and started conversations about pictures on the slides and personal connections that Robert made. I was blown away to learn that he has family from Charleston and the Virgin Islands, both places of the African Diaspora. He was proud to talk about his family. Next time, I will try to create a PowerPoint without deficit views. While I am still learning and love constructive feedback, I also need to learn to correct myself and make sure I am not looking at things through a deficit lens, but instead seeing and appreciating the many differences and richness of a culture beyond my own.**  | **Unable to meet.**  |