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| **LESSON**  **PLAN COMPONENT** | **DAY ONE** | **DAY TWO** | **DAY THREE** |
| **Topic of Lesson and Curricular Structure** (Contrastive Analysis: Read Aloud) | Contrastive Analysis: Read Aloud and Power Point | Contrastive Analysis: Power Point | Contrastive Analysis: Poetry and Translation |
| **ELA Standards & Indicators Addressed** (at least four) | Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.  Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.  Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.  Standard 4: Synthesize integrated information to share learning and/or take action. 4.1 Interpret relationships and patterns discovered during the inquiry process. 4.2 Use appropriate tools to communicate findings and/or take informed action. 4.3 Reflect on findings and pose new questions for further inquiry.  Standard 2: Demonstrate understanding of spoken words, syllables, and sounds. | Standard 4: Synthesize integrated information to share learning and/or take action. 4.1 Interpret relationships and patterns discovered during the inquiry process. 4.2 Use appropriate tools to communicate findings and/or take informed action. 4.3 Reflect on findings and pose new questions for further inquiry.  Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.  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 literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. 5.2 Make predictions before and during reading; confirm or modify thinking. | Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. 2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.  Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.  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 literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. 5.2 Make predictions before and during reading; confirm or modify thinking. |
| **Goals** (concepts to be taught) | I want my student(s) to understand that:   * There are many languages in the world that are all different and special * The meanings of the terms language, bilingualism, multilingualism, translation and linguicism * AAL is a language with rules and a deep heritage | I want my student(s) to understand that:   * Spanish has some rules that are very similar to AAL and SE * Continue to work on meanings of words from Day 1 * Translating is something we will practice, but many people have to do this every day in their normal lives | I want my student(s) to understand that:   * AAL, Spanish and SE are all rule-governed languages and are legitimate. * These languages can be found in all forms of literature. |
| **Materials** (list everything you need for the lesson) | * *Flossie and the Fox* by Pat McKissack * Access to power point on AAL * Worksheet | * Power point introducing Spanish * *My name is (Me llamo) Celia* by Monica Brown | * Poems and nursery rhymes from link |
| **Guided Instruction** (step-by-step, what you will say and do) | * T: Good morning, today we are going to learn about languages. To start off our lesson for today, we are going to have a read aloud. * The teacher will introduce the book, Flossie and the Fox. * T: After the book, we will talk about what we saw and heard. Pay attention to what sounds familiar to you and what sounds different. * The teacher will read the book, making sure to read it in the language it is written in. * After the book, the teacher will ask the student if they had any connections or heard any specific type of language. * T: This book used a language that we may not always hear in the books we read and stories we hear. This book used African American Language (AAL). * The teacher will pull up the power point and go through it with the student, highlighting how the roots of the language began. * After the power point, the student will practice some of the rules of AAL and apply these to the story they read earlier. * T: Let’s try translating this into another language. * Teacher will go over these two words and emphasize that translating is not correcting or saying something is right/wrong. * T: Many times, in our classroom, we speak Standard English. Let’s try translating these words and phrases from African American Language to Standard English and vice versa. | * T: Today we are going to talk some more about languages and how we translate between them. Do you remember what translate means? * Remind the student what translate means and how they used this in the first day of the lesson. * T: You translated between 2 languages which means you are bilingual! You were speaking 2 different languages. * Talk about what it means to be bilingual and celebrate the achievement. * T: Today we are going to introduce another language, Spanish! You may know some Spanish words and phrases already which is great. * The teacher will open up the PowerPoint from last week and do a refresher of what was talked about. * Then the teacher will go to the Spanish section and go over some key words and phrases. * At the end of the PowerPoint, the student will translate between all three languages and the teacher will tell them they are now trilingual. * The teacher will do a shared reading of *My name is Celia* with the student and look for examples of what they saw in the PowerPoint. * T: Being bilingual or trilingual is such an awesome skill to have, but some people don’t think that. * The teacher will write the word linguicism down so the student can see it. * T: This says linguicism. Does this sound like any other word that you may know? * The teacher will show the similarities to racism and explain that it is discriminating against someone because of their language. | * T: For the past two weeks, we have been talking about language. Do you remember any of the words that we talked about and what they meant? * The teacher and the student will review the words and then review the PowerPoint from the past 2 weeks. * T: Let’s look at this poem together and sing it. First, we can sing it in AAL and second lets sing it in English. * T: What did you notice that was different? Let’s try our own translation of it. (use any of the 3 languages) * The teacher will then give the students a contrastive analysis chart to complete on their own. * T: You can now celebrate being trilingual! |
| **Rationale**: (How is this lesson critical to building your student(s)’ linguistic knowledge and appreciation?) | The lesson for Day 1 shows students a new perspective of African American English. Even for the students who already know AAL or speak it, they are learning about a deeper history and appreciation for the language. The speakers of AAL are also being reaffirmed. The lesson centers around translating instead of correcting and teaching that AAL is just as much of a language as Standard English and Spanish are. For students who are new to AAL, they will be exposed to the beauty of the language and where it comes from. | The lesson for Day 2 introduces students to another language, Spanish. They will learn to appreciate the patterns and structure of a language that they may have heard or even speak. They will also be able to think critically to compare the patterns of Spanish to those of AAL and SE. The lesson will teach students about linguicism and how speakers of AAL or Spanish may face this. The students will receive this lesson in a way that embraces every part of the languages instead of tearing them down for their differences. | The lesson for Day 3 recaps all the terms and skills the student has learned. They will think critically so they can apply these skills to the assessment they will complete. The students will hopefully develop a critical way of looking at language and appreciating it. |
| **Assessment** (How will you find out if the students meet your Goals?) | The student will receive a worksheet that they will go through after the PowerPoint where they will translate from AAL to SE and vice versa. The teacher will assist the student but ensure that they are grasping the concept of the translation. | The student will do another worksheet where they must translate from Spanish to AAL, SE to Spanish, and AAL to SE. They will focus on what they can remember from AAL and what they just learned about Spanish. | The student will fill out a chart that contrasts across all 3 languages. They will have to identify which language is which and translate between all 3. |
| **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) | Harmoni had a good understanding of the difference between AAL and SE, but she struggled to see it relevant in her life. When we went over the worksheet at the end, she said none of the language patterns seemed familiar. She was understood what it meant to translate and found the geography portion interesting. She liked having to look for different countries in Africa and point them out to me. We will need to do more work on highlighting where she might see AAL in her life next week. | Harmoni did great with the Spanish part of the lesson. She was familiar with many Spanish terms and liked to challenge herself to read parts of the book in Spanish. She did great with the new terms and reminding herself of the ones we talked about the week before. We did a brief refresher of AAL at the beginning, but this was hard because we hadn’t seen each other for 2 weeks. Hopefully on the last week of the lesson we can do more work with the structure of AAL using the contrastive poem I have. | Harmoni did such a great job with recalling the words that we talked about (language, bilingualism, translate, etc.). Using the poem helped her better understand the differences between AAL and SE. She struggled at first to see this, but doing a contrastive analysis helped her see a more evident difference. |
| **Reflection on Self:** (what you did well, what you would do differently the next time). | I did a good job of giving her background information on where AAL comes from, but I struggled with making this relevant to her. I knew that she spoke AAL so I assumed that she would pick up on it, but I should have made more of an effort. I needed to provide more examples that she would be familiar with and recognize. | I felt like implementing another book was good for Harmoni. I liked that the book had every page in English and Spanish. I think I did a good job with bringing the terms up throughout the book and taking a moment to discuss them. I think I did a good job of making it engaging. Day 3 will need to focus on structures of AAL first and foremost so Harmoni can do the contrastive analysis. | I did a good job of presenting the poem to Harmoni and having her compare the two. I think I made it interesting for her and made it relevant to what she knows. She definitely had a much better grasp of everything on the last day and we were able to tie up loose ends. |

**Day 1: African American Language**

Identify whether the sentence is in AAL or SE. Then translate the sentence into the other language.

1. Tiffany’s mom bakes good cookies.
2. He loves to go to the park.
3. She be going to the store.
4. Jason dad is a firefighter.
5. They is always fighting.

**Day 3: Contrastive Analysis**

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| African American Language | Spanish | Standardized English |
|  | **¿Cómo** te ha ido? | How have you been? |
| That Thomas bat. | Ese es el bate de Thomas. |  |
| What dat mean? | ¿Qué significa …? – |  |

**Day 3: Poem Comparison**

**The Elephant**

**Nursery Rhyme**

**(Historical Black American English)**

My mammy gimme fifteen cents  
Fer to see dat elephan' jump de fence.  
He jump so high, I didn' see why,  
If she gimme a dollar he mought not cry.  
  
So I axed my mammy to gimme a dollar,  
Fer to go an' hear de elephan' holler.  
He holler so loud, he skeered de crowd.  
  
Nex' he jump so high, he tetch de sky;  
An' he won't git back 'fore de fo'th o' July.

# The Elephant

## Nursery Rhyme

## (Standard English)

My Mommy gives me fifteen cents  
To see that elephant jump over the fence.  
He jumped so high, I didn't see why,  
If she gives me a dollar he might not cry.  
  
So I asked my Mommy to give me a dollar,  
To go and hear the elephant holler.  
He hollered so loud, he scared the crowd.  
  
Next he jumped so high, he touched the sky;  
And he won't get back before the forth of July.