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| **LESSON** **PLAN COMPONENT** | **DAY ONE** | **DAY TWO** | **DAY THREE** |
| **Topic of Lesson and Curricular Structure** (Contrastive Analysis: Read Aloud) | Introduction to Multilingualism, Language: PowerPoint | Introduction to AAL, its roots: PowerPoint | Contrastive Analysis: Read Aloud and Worksheet |
| **ELA Standards & Indicators Addressed** (at least four) | **SC ELA Standards for Grade 2: 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 2: Inquiry Based Literacy Standards** | **SC ELA Standards for Grade 2: 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. **SC ELA Standards for Grade 2: 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 |
| **Goals** (concepts to be taught) | I want my student(s) to understand that: their languages, as well as all the other languages of the world are valuable and rich.  | I want my student(s) to understand that: it is okay to translate and use the language that is most appropriate for that situation. I also want them to understand that using AAL and any other home language is important because it was carried down from their ancestors to them. The student(s) should be proud of who they are, and I want to help them embrace their culture and language.  | I want my student(s) to understand: how to translate between 3 languages: Standardized English, AAL, and Gullah. The student(s) should be able to make connections to the book with AAL, whether it is through the characters or the use of AAL in the book. |
| **Materials** (list everything you need for the lesson) | Multilingualism PowerPointMona sings in multiple languages <https://www.youtube.com/watch?v=0g29Wg4oyek>Markers Pencils Crayons White board   | AAL and Gullah PowerPointMarkers Pencils Crayons White board <https://www.youtube.com/watch?v=iCd5W4gwJsI> | Contrastive Analysis WorksheetMarkers Pencils Crayons White board *Honey I Love* book by Eloise Greenfield  |
| **Guided Instruction** (step-by-step, what you will say and do) | 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 speaking multiple languages. 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. Now we will review what we have learn. 6. The student(s) will draw a t-chart. 7. On one side he or she should list the language(s) they knew before our lesson and on the other side list the languages they learned. 8. We will discuss the languages he or she wrote down. 9. We will draw a classroom full of more than one language in our free time. 10. I will walk my reading buddy back to his or her 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 Gullah. 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 the student how we will watch a lady explain Gullah history and show us how it is spoken. 6. We will do our assessment for that day. 7. After the assessment we will end our lesson for today. 8. I will walk my buddy back to the classroom. | 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 Gullah. 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 they hear. 6. When we finish the read-aloud, I will ask the student if they have any questions. 7. When we are finished, I will hand my reading buddy an assessment worksheet for him or her to complete. 8. I will explain that if he or she has any questions or needs help that her or she can ask me, but to try to first complete it on his or her own first. 9. I will take up the assessment sheet. 10. Depending on time we have left will determine what we will do. 11. Once our class time is up I will walk my student back to his classroom. |
| **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 Gullah lesson is critical to building the student’s linguistic knowledge and gratefulness because it teaches the student(s), who is African Americans and to value the language spoken by them. This lesson gives a short history about Africa, its stunning people, and how it helps shaped language, and how it took place here in South Carolina. This lesson also gives the student insight into a third language that he or she may not have previously worked with, giving them knowledge and appreciation of a language different from what he or she may know. | This read-aloud lesson is used to student’s linguistic knowledge and appreciation it shows the student that books and texts do exist that uses his or her home language. It shows the student that their 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 them to translate between 3 languages, giving them experience with translating between multiple languages. |
| **Assessment** (How will you find out if the students meet your Goals?) | I will have the students to draw a t-chart on a piece of paper. On one side they will tell me the languages they knew before the PowerPoint and on the opposite side the languages they learned about from the PowerPoint.  | To assess the student, I will have the student fill out an assessment worksheet. This worksheet will have 3 open-ended questions related to Africa, AAL, and Gullah. I will ask the student to complete this assignment on his or her own but to ask questions as needed. Based on answers, we will have a discussion. If he has answered everything correct, I will tell the student thank you for his or time. If the student has an answer that I was not expecting, I will ask him to elaborate and tell me more about how he or she came up with that answer. Depending on the assessment will we determine if he have time for fun reading or if its time to head back to class.  | To assess the student, I will have the student fill out the Contrastive Analysis worksheet. The worksheet will show a table with 3 columns, asking the student to translate phrases into AAL and Gullah. I will ask the student to complete it on his or her own but to ask questions needed. Based on his or her answers, we will have a discussion. If he or she has answered everything correct, I will tell the student thank you for his or her. If the student has an answer that I was not expecting, I will ask him or her elaborate and tell me more about how he or she got the 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) |  |  |  |
| **Reflection on Self:** (what you did well, what you would do differently the next time). |  |  |  |