

EDUC 450: LT2 DIVERSITY & SOCIAL JUSTICE LESSON PLAN

Date	February 25, 2020	Lesson Title	Dual Language Identity Text Activity	Grade Level	1
Time in Lesson	40 minutes	Subject	Interdisciplinary, ELL	Lesson #	1
Developed by	Sophia Thraya inspired by A Dual Language Book Project by Dr. Hetty Roessingh				

IDENTIFY DESIRED RESULTS

**Learner Outcomes from the Program of Studies
What are the SPECIFIC outcomes to be addressed in this lesson?**

This culturally-responsive cross-disciplinary lesson connects to many of the learner outcomes outlined in the Grade 1 Alberta English Language Arts as well as the Social Studies Program of Studies. Although there is not a Program of Studies for ELL Education, there is the Alberta Education ESL Proficiency Benchmarks which was used in the creation of this task and the associated language instruction. A teacher can also use this document as an assessment and/or an advising tool to ensure that areas of student development are being targeted and purposefully integrated into a lesson. This lesson is flexible and adaptable to the learning needs of each individual student’s language proficiency, which I will elaborate further upon in the personalization/differentiation section.

Students will fulfill the following General Objectives and specific outcomes from the Alberta Education Grade 1 English Language Arts Program of Studies

- 1.1 Discover and Explore
 - Express ideas and develop understanding, contribute relevant ideas and information from personal experiences to group language activities
 - Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts.
 - Experiment with language and forms
- 2.4 Create Original Text
- 3.4 Share and Review
 - Share ideas and information
- 5.1 Respect Others and Strengthen Community
 - Appreciate diversity: share personal experiences and family traditions related to oral, print and other media texts

Students will fulfill the following General Objectives and specific outcomes from the Alberta Education Grade 1 Social Studies Program of Studies

- 1.1: My World: Home, School, & Community:
 - 1.1.1 - value self and others as unique individuals in relation to their world:
 - 1.1.2 - value the groups and communities to which they belong:
 - 1.1.3 - examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:
 - 1.2.1 appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging
 - acknowledge and respect symbols of heritage and traditions in their family and communities
- Students will be building upon all four major skill and competency areas of the Alberta Education ELL Proficiency Benchmarks
 - Listening, speaking, reading and writing

Objective in student-friendly language What will students understand/experience/appreciate as a result of this lesson?	Assessment Strategies What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?
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<ul style="list-style-type: none"> ▪ Students will create a book that reflects and represents their own identity which will in turn allow them to explore and appreciate their unique cultural and linguistic backgrounds ▪ This book will also become a tool for students to get to know and understand more about their peers' backgrounds and greater classroom community ▪ This task is the opposite of the “leave diversity at the door” approach. This is a culturally-responsive task that can show students that the classroom is a safe and welcoming space for their individuality ▪ Students will be encouraged to use their L1 to express themselves, which then can then be a basis for students to appreciate the utility and value of their L1 in their education of the TL of English 	<ul style="list-style-type: none"> • Assessment as and for will be used in this lesson • After each step in the learning sequence the teacher must check in with the students to see what they are doing but more specifically if they understand the content, what they are expected to do, why they are learning it and what they will do to get to the final product. • The teacher will employ scaffolding give in-time formative feedback and assist students who are needing guidance on next steps or language support. • This will not be an assessment where there will be a numerical grade but rather this can be a way for teachers to assess student’s English language proficiency using the benchmarks.
<p style="text-align: center;">Resources</p> <p>What materials/resources/technology will be required?</p>	<p style="text-align: center;">Personalization/Differentiation</p> <p>How will you attend to the needs of ALL learners in this lesson?</p>
<ul style="list-style-type: none"> ▪ Volunteer translators/scribes in the classroom depending on accessibility the size of classroom and the classroom teacher’s fluency in the languages spoken by students ▪ Examples of dual language books as models as well as a teacher model using the template. ▪ The dual language identity book templates (found attached to this lesson plan) pre-customized with students L1 under the English printed, stapled and ready for the students to fill in ▪ Pictures of the students printed, cut out and glued to the title page ▪ Pencils, coloring pencils, erasers <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> • All students’ unique linguistic identities will be acknowledged, and their book will be pre-personalized to include their L1 and front cover picture. • Differentiation in this lesson is most definitely necessary to adequately support and recognize each student's linguistic proficiency in the areas of listening, speaking, reading and writing as well as other non-linguistic readiness, learning strengths and needs. • Students requiring a scribe for language or fine motor needs will be supported and can verbally communicate their personal responses. • Students can work at their own pace and for those need greater support can even draw pictures first. • For student who are not comfortable sharing their L1 or do not have a strong connection to their L1 can

LESSON PLAN SEQUENCE

	<p style="text-align: center;">Introduction</p> <p>How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?</p>
	<p>In a previous lesson the teacher would have introduced the idea of identity and what contributes to one’s unique identity. Building off of this the teacher will use a culturally-responsive approach to speak to why we should embrace and celebrate ourselves as diverse individuals and also accept others in the community around us. The teacher will activate prior knowledge of the pre-taught necessary vocabulary using an explicit vocabulary instruction method. Students will then be able to actively engage in this lesson.</p>

Learning/Activity Sequence How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.			
What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Purpose	Approx. time
<p>The teacher will begin this lesson by reviewing the necessary terminology and phrasal vocabulary.</p> <ul style="list-style-type: none"> ▪ Teacher will write the words and phrases on the board ▪ Teachers will then explain verbally in child friendly language ▪ Teachers will use visuals and actions to further aid understanding ▪ The teacher will then ask the students if they know the word/phrase in their L1 	<ul style="list-style-type: none"> • Students will be seated in a circle on the carpet with mini white boards where they can produce a visual to assist in their memory of the vocabulary. 	<ul style="list-style-type: none"> • This will begin to activate the student’s prior knowledge of both the curricular outcomes but also language components necessary for student comprehension and success. 	10 minutes
<ul style="list-style-type: none"> ▪ The teacher will then ask the students if they know the word/phrase in their L1. ▪ Teacher will then explain to the students that these words will be used in the following activity. 	<ul style="list-style-type: none"> • Students will put up their hands if comfortable and share with their peers and teacher the L1 translation of the covered word/phrase. 	<ul style="list-style-type: none"> • Student’s will be given the opportunity to tap into their funds of knowledge and free to share. This will be another method to create a culturally and linguistic responsive environment. This will then prepare them for the assignment. 	2 minutes
<ul style="list-style-type: none"> • The teacher will then explain that they will each create their own book about themselves and their unique identity that is written by them in both their first language (L1) and English—connecting back to Social Studies curricular competency 1.1 and the importance of their diversity. • At this point the teacher will then handout to the students the unfilled book template that is already precustomized with the students L1 under the English content. Following, the teacher will go page by page and model how the students can respond and complete the activity. The teacher will then ask if any students have questions. 	<ul style="list-style-type: none"> • Students will be holding their own book and will be following along with the teacher flipping from page to page. Students will ask any questions they may have. 	<ul style="list-style-type: none"> • The modelling strategy allows the student to see how they can go about completing this activity. 	8 minutes

<ul style="list-style-type: none"> Students will then be grouped by L1 or language proficiency in English. For example, students who would be able to verbally express their answers in English and would like a volunteer or EA scribe they can be in a group. If students are confident in their written production ability in English, they can be grouped, and the teacher can circulate to help as needed. 	<ul style="list-style-type: none"> Students will organize themselves accordingly. 	<ul style="list-style-type: none"> This organization will allow for students to get the assistance they may need which will then allow for a smooth-running activity. 	<p>2 minutes</p>
<ul style="list-style-type: none"> Once the children are settled in their groups, they will be instructed to start. 	<ul style="list-style-type: none"> Student begins. 	<ul style="list-style-type: none"> To begin the activity. 	<p>20 minutes</p>
<ul style="list-style-type: none"> Teacher reconvenes and gets students to bring their books to the carpet. It is completely alright if students are not completely finished in the time allotted. 	<ul style="list-style-type: none"> Students put down their writing utensils and bring their book with them to the carpet and sit down. 	<ul style="list-style-type: none"> To reconnect and begin to conclude the activity and transition into next activity. 	<p>3 minutes</p>
<p>Conclusion How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?</p>			
<p>By explaining to the student's importance of our unique backgrounds and representation, they will in turn be eager to create their own book that reflects their identity. The teacher can also explain why it is important to celebrate the diversity within our community and empower individual identities.</p>			

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NOTES FOR TEACHER

I curated this lesson after taking inspiration from the work of Dr. Hetty Roessingh and her Dual Language Book Project. This powerful activity is designed to allow ELL students to create a personalized identity text that exemplifies and represents their unique linguistic and cultural backgrounds. This activity is culturally-responsive in the way that it provides an opportunity for teachers to get to know more about the socio-cultural and linguistic structures that shape their students' educational and overall life experiences. It goes further to show students that their identity in its entirety is valued within the classroom space. This lesson is the very opposite of the 'leave diversity at the door' approach to teaching and learning that students may have been previously experiencing. We can counteract this harmful approach through such activities. This activity will be most effective if conducted after there is a strong sense of safety and comfort in the classroom environment. Students will be supported throughout, through teacher circulation, volunteer or Educational Assistant scribes, and formative feedback. It is imperative that lessons leading up go through the curricular vocabulary and content. It is entirely acceptable if students require greater time to finish writing and/or for drawing their pictures. Students should be encouraged to be creative with their responses and visuals so that authentically reflects them as individuals. This lesson touches upon many curricular outcomes that are outlined in the Alberta Education Grade 1 Social Studies and English Language Arts Program of Studies. This is a wonderful activity to use both assessments as and to assess their language proficiency using the Alberta Education ELL Proficiency Benchmarks. Teachers have flexibility in how they can use this activity as there is an opportunity for any differentiation that is necessary for the learning needs of students. Teachers can then use these books to compile a more extensive book about the class's individual and joint identity. Students can also have a book showcase to share their books; the branching points are endless.

Title in TL

_____ 's Identity Book
Who am I?

Title in L1

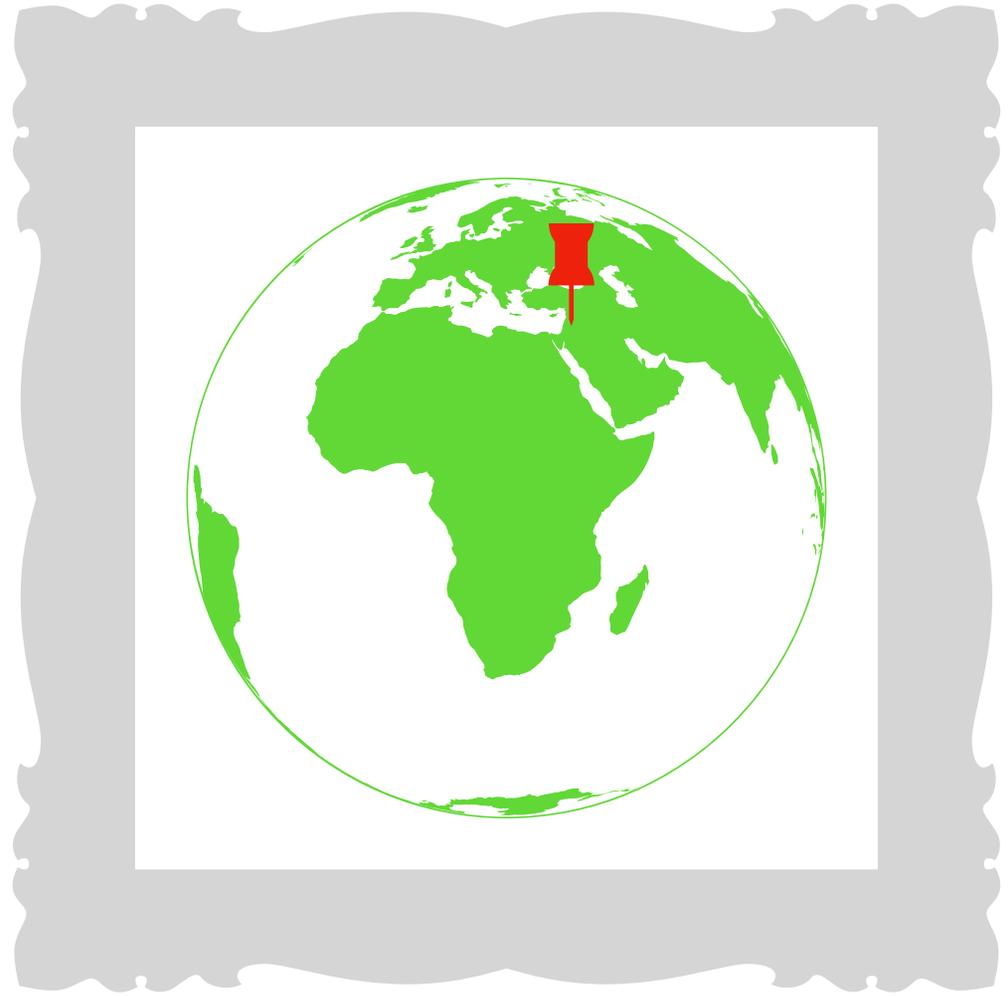
_____ كتاب الهوية
من أنا؟





My name is _____.

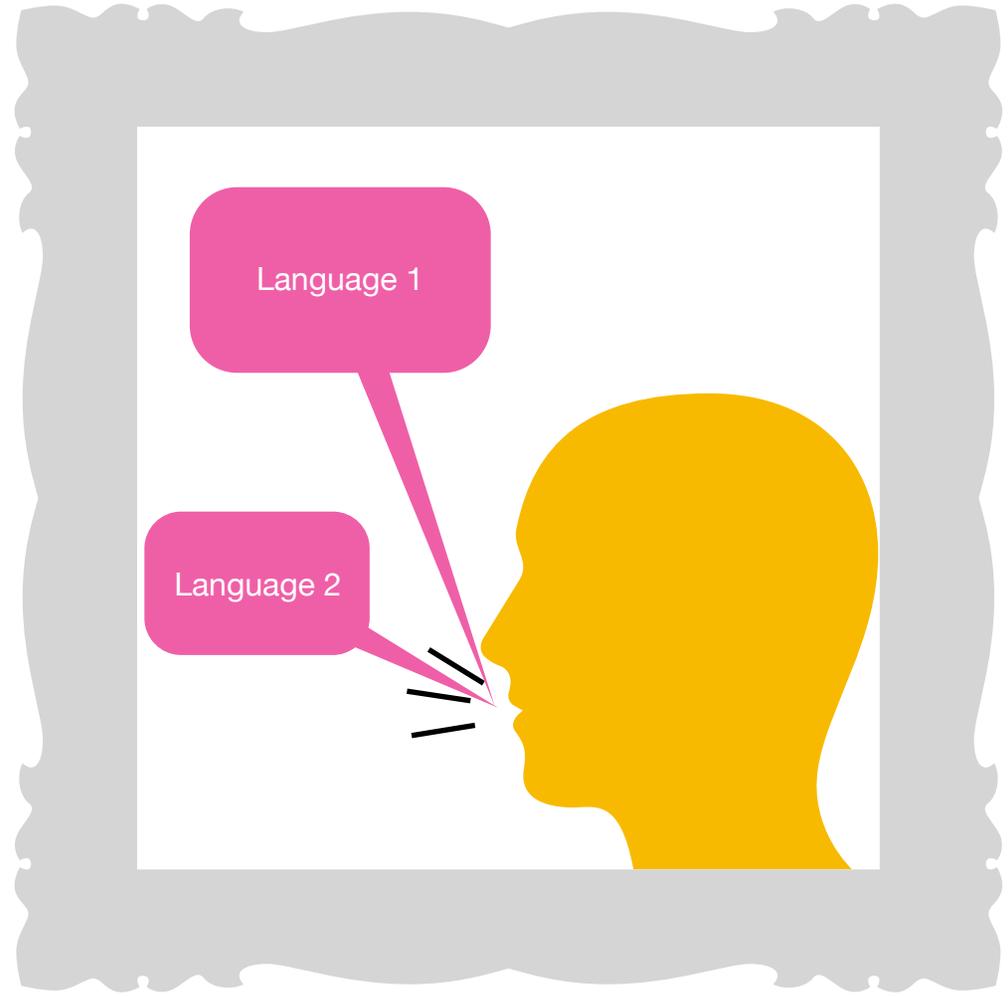
اسمي _____.



I was born in _____.

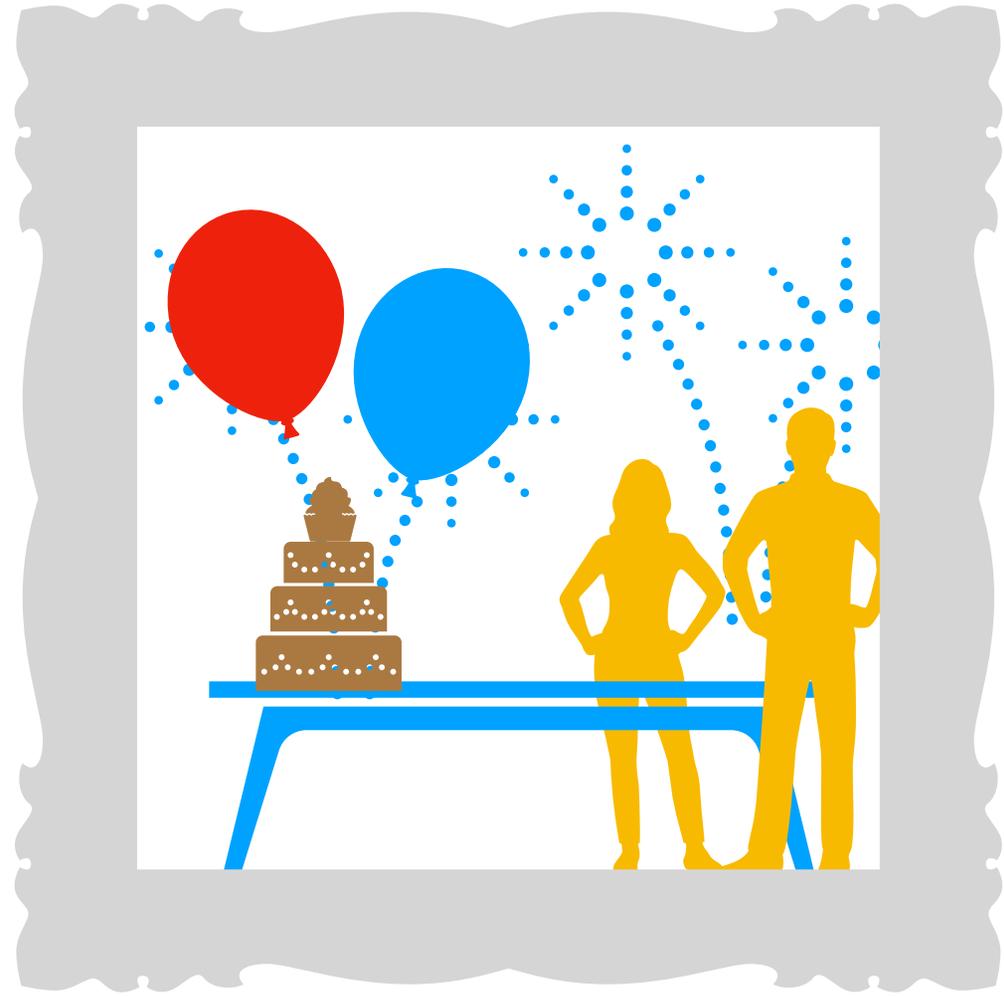
لقد ولدت في

_____.



I speak # language(s).

انا اتكلم # لغات.



My favourite holiday is

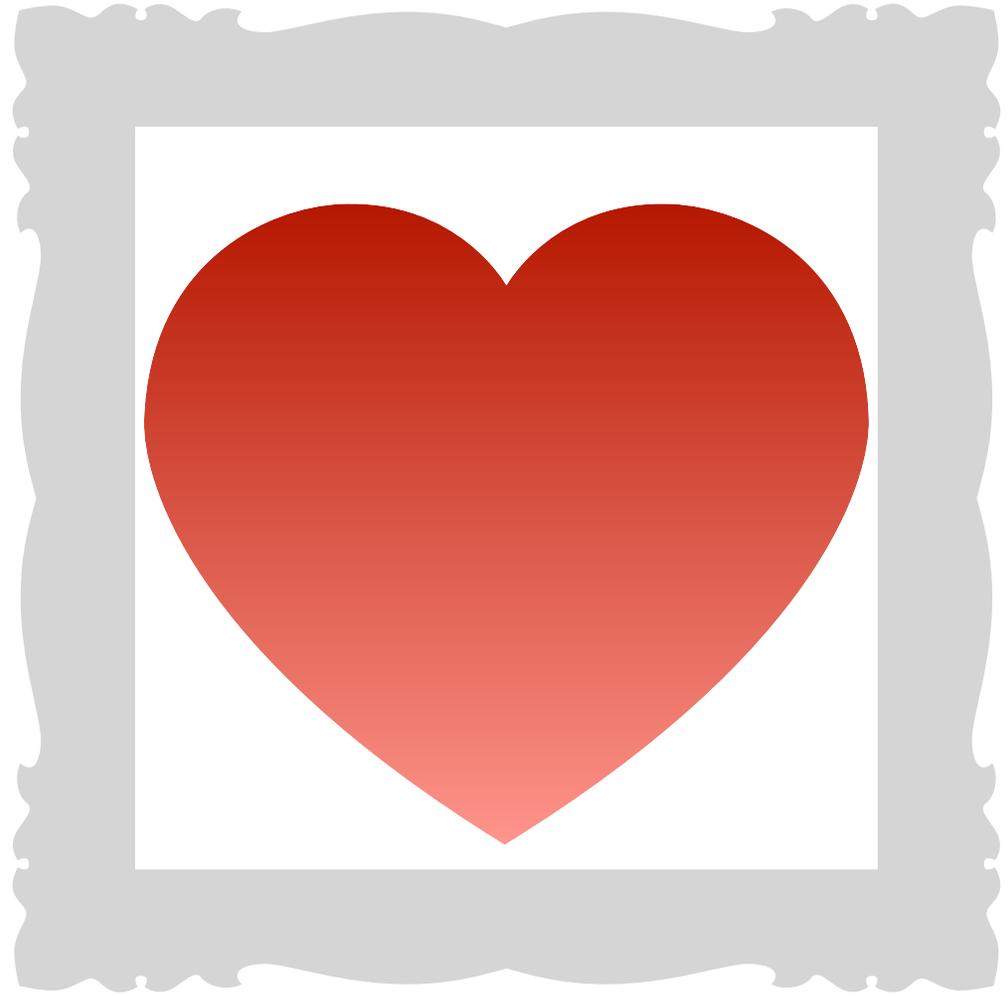
_____.
احتفالي المفضل هو

_____.



My favourite food is _____.

طعامي المفضل هو _____.



I love _____.

أنا أحب _____.