Community-Engaged Anti-Racist Education Project

RUTGERS
Graduate School of Education
COMMUNITY-SCHOOL
PARTNERSHIP NETWORK

The Community-Engaged Anti-Racist Education Project

Introduction

Backstory

The Rutgers University Graduate School of Education (GSE) is committed to fostering excellence and equity in education for all students. This commitment is embedded in the design of the GSE's Urban Social Justice Teacher Education Program, which includes deep partnerships with several local school districts as well as with anti-racist, equity-focused community-based organizations (CBOs) that, together with GSE faculty and students, make up the GSE Community School Partnership Network (GSE-CSPN). The GSE-CSPN is a mutually beneficial collaborative aimed at improving both the quality of preparation for GSE educator candidates and the educational experiences of the PK–12 students and families served by the GSE-CSPN member districts and CBOs.

The Community-Engaged Anti-Racist (CEAR) Education Project is a Rutgers-funded project developed in an effort to continue to strengthen and deepen the connections between and among GSE-CSPN members by engaging GSE, school district, and CBO members in developing a shared vision for teaching and learning that centers engagement with CBOs around anti-racist pedagogy and content.

This unique project brought together GSE faculty in Elementary Education and Language Education, K–5 teachers from five GSE-CSPN Partner Districts, and members from five CBOs as CEAR Education Project Fellows. Our first efforts focused on community-building and professional development to collaboratively identify key principles and practices of community-engaged anti-racist education. Later, participants worked in six small teams to develop grade-specific curricular units that embrace and employ the CEAR Education Project Principles and Practices. These units were collaboratively developed, piloted by K–5 teachers, and revised for publication and sharing. The CEAR Education Project engaged the participation of school districts and community organizations around Rutgers, The State University of New Jersey, all of which are designated as urban and serve economically, racially, and/or ethnically diverse students and families.

The curricular units included in the following pages reflect the collaborative work of Rutgers GSE faculty from the programs in Elementary Education and Language Education; teachers from North Brunswick Township Schools, Franklin Township Public Schools, Highland Park School District, New Brunswick Public Schools, and Bound Brook School District (all in New Jersey); and CBO members from New Brunswick Area NAACP, Black Community Watchline, New Labor, New Brunswick Civic League and New Brunswick Tomorrow. The complete list of individual participants can be found in the acknowledgments appendix.

CEAR Education Project Background and Vision

The CEAR Education Project brought together faculty, teachers, and CBO leaders in collective curriculum development. The CEAR Education Project and curriculum were built upon our belief that when teachers and schools partner with community members, they learn with and from their students, students' families, and local communities, enabling them to honor, sustain, and expand community assets. While community-engaged anti-racist efforts begin with individual beliefs and dispositions, they require collective action to bring about changed practices and policies and build an anti-racist world.

Our collective work was grounded in the following shared core beliefs:

- A holistic education should center and build upon the community, family, and cultural knowledges that all students and families bring to the classroom and community spaces.
- Interrupting, disrupting, and dismantling racist practices and oppressive policies where we work is necessary.
- Being (or becoming) aware of race and other aspects of our identities is important to understanding privilege and oppression.
- Institutions in the United States, such as schools, tend to orient to values aligned with white supremacy. By engaging in anti-racist education, we push against these unquestioned norms to better support students and families in their learning.
- Learning about histories and counternarratives of power and oppression shapes our lives and understandings across our homes, schools, and communities.

Developing CEAR Education Project Principles and Practices

A foundational aspect of this work was the development of the CEAR Education Project Principles and Practices. Fellows met weekly for several months, studied the work of critical educational scholars, and engaged in professional development with organizations committed to anti-racist education. From these meetings, Fellows developed a set of principles and practices that were used to guide the curriculum design. The CEAR Education Project Principles and Practices can be found on page 9.

How We Use Language

As part of this approach, the CEAR Education Project team spent considerable time specifying the terms we would use in our work so that we shared a common language and understandings. Our goal is to center the assets of students and families of color, as so much of formal schooling frames students and families of color through a deficit lens. For example, schools commonly refer to students who are newer to English as *English language learners*. This term prioritizes English as the only goal and centers what students lack, ignoring their other language resources and how they could be used to deepen language and content learning. The CEAR Education Project team uses the term *emergent bilinguals* to describe students because it centers the assets and strength in developing bilingual and multilingual identities, and it acknowledges the value of all languages without privileging one language over another. We also include the concept of *translanguaging*, which describes the flexible use of student, family, and community linguistic resources in the practices of multilingual speakers and centers these practices as the norm. For more information about *emergent bilinguals* and *translanguaging*, we suggest this resource: *Translanguaging: A CUNY-NYSIEB guide for educators* | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

In other instances, we did not rename or change terminology, but we deliberately and intentionally defined terms. For example, the word *activist* can sometimes be defined as someone who helps others, which is partly true, but this definition positions one group as "helpers" and lacks the activist's stance of challenging the political and social status quo. CEAR Education Project Fellows wanted to be certain that our discourse made the clear distinction that an *activist* works in and with communities to understand the local and historical context, name inequities, and take collective action to implement substantive policies and practices to address them. Therefore, an *activist* was collectively defined as "a person who engages in actions to address injustice and bring about social or political change."

We intentionally use the term *equity* versus *equality*. *Equality* is about providing the same or equal resources for students without a careful understanding of the individual, community, and/or operating structures or systems. This is often seen in a one-size-fits-all approach to addressing concerns. *Equity* is about providing customized resources that address a student's or community's specific expressed strengths and needs and take local and historical contexts into account. CEAR Education Project materials strive for equity.

In framing unit plans and lessons, we refrain from referring to instances of injustice or oppression as *issues* or *problems*. While the latter words are familiar to elementary school students, we want to ensure we do not leave students with the impression that injustice is simply a "problem" that arises out of nowhere or is associated with deficit orientations of communities of color. Instead, lessons for younger students support them in understanding what is fair or unfair, and older students begin to be introduced to systems and structures that perpetuate injustice.

CEAR Education Project units raise awareness and deepen understanding of *systemic injustice* and make connections to local and historical contexts. Several units focus on how racism and other forms of discrimination are embedded in social institutions all around us, such as education, health care, and housing. These may be found and perpetuated in an organization's policies, programs, hiring practices, and everyday operations. Such policies or practices may not be explicitly stated as discriminatory, but their impact creates injustice and disadvantages groups of people based on their identities (race, class, gender, sexual orientation, language, etc.) while providing benefits for people with certain identities (most often those of the dominant group). These discriminatory policies or practices have likely not originated in our lifetime and aren't operating only in someone else's community. Often they have deep historical roots and have real implications for our local context. It is important that we support developing a deeper understanding of injustices and a responsibility for taking action, beginning with our youngest students.

For example, in one of our lessons, we discuss how individuals for whom English may be a new language often face discrimination or inequitable treatment. A focus on this as a systemic injustice supports students in understanding who this injustice has an impact on, who benefits from this injustice, how our local and/or national history is connected to this injustice, and how policies and practices in our schools may serve to perpetuate language injustice. We see this manifested in a variety of ways in school spaces, including not recognizing the multilingualism of students and families as resources for learning; not allowing and sustaining students' home languages in the classroom or school communities; and promoting only one variety of English (the variety most associated with whiteness, often called "academic English"), to the exclusion of the many Englishes spoken in our communities.

Language Objectives, Supports, and Vocabulary Development

We take an anti-racist approach to language, as we seek to create learning that invites, supports, and extends all students' language resources. We question the assumption that mainstream academic English is the only language that matters for learning and instead invite students to use their home languages, which include named languages, like Spanish (Espinosa, Ascenzi-Moreno & García, 2021; España & Herrera, 2020), American Sign Language, and varieties of English, such as Black Language (Baker-Bell, 2020). Our language objectives work toward two related goals. Some offer scaffolds and extensions for emergent bilinguals to make content accessible and practice new ways to use English for schooling. Others seek to explicitly invite in students' full linguistic resources and extend them for learning, encouraging translanguaging. We believe every teacher should be a language teacher and intentionally include language objectives and supports in lessons to disrupt traditional notions of whose languages count for learning.

Examples of language supports within the curricular units include the use of multilingual resources; learning about student, family, and community language practices; inviting students to participate in activities in multiple languages; incorporating language objectives that support content objectives; and providing language scaffolds to make content accessible.

Overview of CEAR Curriculum Units

UNIT ONE: Our Language Community
Grade Level: Kindergarten
Subjects: Language Arts and Social Studies

To create a classroom and school community where all language resources are valued, Our Language Community, a unit designed for kindergarten students, aims to challenge and disrupt the following certain norms about language: 1) that one named language is more important or valuable than another (i.e., English in the United States); 2) that English needs to be the sole language of schooling; and 3) that there is only one correct way to write and speak any given language. The unit focuses on students' identities and language use, the diversity of community languages, and our love of our languages. Students conduct a survey to discover which languages their classmates speak at home and use this information to create multilingual home language posters and books. Through children's literature, students are empowered to use and be proud of all language tools at their disposal. After learning about the power and diversity of language, students create a welcoming and inclusive linguistic classroom community by conducting a Linguistic Landscape Action Project, in which they label classroom items in their many home languages. To act for change, the students and teacher collaborate on a letter to the school principal advocating for permission to label common school items and areas in the languages of the school community. This integrated unit meets New Jersey core content standards in English Language Arts and Social Studies.

UNIT TWO: Say Something: Our Fight for Fairness
Grade Level: 2
Subjects: Social Studies and Language Arts

Say Something: Our Fight for Fairness is a unit designed for second-grade students that analyzes rules and laws for fairness and identifies ways to address rules and situations that are unfair. Through this process, students develop the understanding that each one of us has the power to make a change when things are unfair. Students are guided to think about our nation's history, including fair labor laws and school segregation laws, and those who have often been on the receiving end of unfair treatment based on their characteristics (race, class, ethnicity, language ability, etc.). The unit concludes with reflection and critical analysis of students' own immediate community. Students and their families identify instances of injustice or unfairness in their community; students then take action toward change by working collaboratively with peers on an advocacy project. This integrated unit meets New Jersey core content standards in English Language Arts and Social Studies.

UNIT THREE: Becoming an Activist for Racial Justice
Grade Level: 3
Subjects: Language Arts, Math, and Social Studies

Becoming an Activist for Racial Justice is a unit designed for third-grade students that explores anti-racist activism within students' local communities and invites students to become activists themselves. Teachers interested in using this unit will need to make connections with their own local CBOs that work for racial justice. Suggestions for doing so are included in the unit. This integrated unit meets New Jersey core content standards in Language Arts, Mathematics, and Social Studies.

UNIT FOUR: The Power of Music for Social Movements
Grade Levels: 3–5
Subject: Music

In this unit, The Power of Music for Social Movements, students in grades three through five analyze activist songs and look closely at their expressive qualities (mood, tempo, and lyrics) and the instruments used to better understand the intent of the song. As a class, students examine what constitutes an injustice and identify injustices in their classroom, school, and/or community. In small groups, students modify the lyrics of an existing activist song to communicate actions they wish to take in response to an injustice. Through this experience, students begin to develop an understanding of how music is an effective tool for bringing awareness to injustices and encouraging collective action. This integrated unit meets New Jersey core content standards in Visual and Performing Arts.

UNIT FIVE: Making Change through Activism
Grade Level: 5
Subjects: Language Arts and Social Studies

Making Change through Activism is a unit designed for fifth-grade students to explore the concept of human rights and the use of activism when those rights are violated. Students examine historical activist movements and their foundations, leaders, goals, strategies, and achievements before making connections to current movements. The unit highlights social justice and centers marginalized BIPOC voices of empowerment and resistance through a close look at activist movements (including the migrant farm workers' movement, the Stonewall Riots, the Dakota Pipeline protests at Standing Rock, and Black Lives Matter) that have fought and are fighting for the rights of migrant farm workers and LGBTQ+, Black, and Indigenous populations. Students reflect upon important issues in their own communities and become agents of change as they develop an activist artifact. This integrated unit meets New Jersey core content standards in Language Arts and Social Studies.

UNIT SIX: Young People and Environmental Justice
Grade Level: 5
Subject: Science

Young People and Environmental Justice is a unit designed for fifth-grade students to explore how to fight for environmental justice to protect the earth's resources and their communities. The unit is developed around videos and texts that examine environmental injustices—such as the differential impact of pollution based on race and wealth—and highlight youth activism for environmental justice. Importantly, environmental injustices are defined as the result of systemic policies and practices, not individual behavior. Students interview leaders in local CBOs and create action plans using resources and strategies shared by CBOs to hold communities accountable to the law and to protect BIPOC communities in the state of New Jersey. This integrated unit meets New Jersey core content standards in Science.

Eight Principles for Community-Engaged Anti-Racist Curricula and Teaching

Principle 1: Embraces Intersectionality and Multiple Identities

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

Principle 3: Welcomes and Expands Students' Linguistic Resources

Principle 4: Implements Culturally and Historically Responsive Practices

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

Principle 6: Counters Dominant Narratives

Principle 7: Cultivates and Celebrates Joy

Principle 8: Engages Students in Resistance and Action

Practices and Principles

	RELEVANT PRINCIPLES (see above)							
PRACTICES	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Collaboratively Developed Classroom Norms and Shared Beliefs/Values	X	X			X			
Critical Literacy				X	X	X		X
Daily Reflection Tools	X	X	X	X	X	X	X	X
Focus Groups for Collaboration		X		X	X			
Historical Connections to the Present		X		X	X	X		
Inquiry-Based Learning		X		X	X		X	X
Language Objectives for Each Lesson	X	X	X					
Multilingual Resources	X	X	X					
Partnerships with Community Members and Community-Based Organizations	X	X		X				
Planning Using Backwards Mapping								
Project and Problem-Based Learning		X		X	X	X		X
Radical Morning Meeting	X				X	X	X	
Small Group/Partner Work			X		X			
Student/Community Check-Ins	X	X			X			
Translanguaging Practices	X	X	X		X			
Varied Media and Texts	X			X		X	X	
Varied Forms of Expression (Dance, Art, Movement)	X	X					X	

Reflection Questions

Principle 1: Embraces Intersectionality and Multiple Identities

- Am I ensuring that my students feel safe in our classroom environment to share about their identities, especially when these identities are different from their peers?
- Were there identities that were silenced or missing in our classroom learning?
- Am I using an intersectional lens to recognize and disrupt multiple forms and scopes of oppression in our classrooms?

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

- Am I acknowledging, centering, and celebrating students', families', and communities' cultures, languages, values, identities, and knowledge on a daily basis?
- Are we learning about community-based organizations and sharing this knowledge with students and families?
- Are we partnering with community-based organizations and learning from and with communities?

Principle 3: Welcomes and Expands Students' Linguistic Resources

- Am I making language and content comprehensible (or accessible) to all students?
- Am I encouraging students to draw upon, use, sustain, and expand their full linguistic resources?
- Am I creating space for ways of speaking, reading, writing, and listening that go beyond mainstream (white) English, or the type of English that is often prioritized as "correct" in classrooms?
- Am I intentionally challenging the policing of language in my classroom?

Principle 4: Implements Culturally and Historically Responsive Practices

- Am I encouraging students to challenge histories they've always been taught?
- Am I determining issues/injustices that matter to students, families, and their communities and collaborating on how to address or explore them meaningfully?
- Am I encouraging students to learn history from multiple perspectives and question white-centered histories and their intentions?

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

- Am I disrupting traditional ideas about who holds the knowledge and power?
- Am I challenging ideas of learning only happening in school contexts?
- Am I fostering opportunities to learn from knowledge-holders in students' families and communities?

Principle 6: Counters Dominant Narratives

- Am I using literature, texts, and materials that reinforce dominant narratives or ones that provide counternarratives that reflect diverse experiences and perspectives, including, but not limited to, those of my students, their families, and communities?
- Am I using histories and stories to analyze whose voices have been and are silenced?
- Am I supporting students in developing strategies for how to present critiques in various spaces with various groups?

Principle 7: Cultivates and Celebrates Joy

- Are moments of joy cultivated in this lesson?
- Am I creating opportunities to share joy in people's stories and experiences instead of focusing solely on pain and suffering?
- Am I creating an ongoing curiosity, appreciation, and recognition of students', families', and communities' identities and cultures?

Principle 8: Engages Students in Resistance and Action

- Am I preparing students for resisting, thinking critically about, and challenging systems of oppression?
- Am I engaging students in activism and taking action in their schools and communities?
- Am I modeling resistance, taking action, and challenging systems of oppression?

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CEAR Fellows and Research Assistants

Hannah Batren, Project Coordinator
Dan Battey, Faculty Fellow
Chloe Bellows, Research Assistant
Jian Bland, CBO Fellow
Ebony Blissett, Educator Fellow
Alex Brumel, Educator Fellow
Mary Clairmont, Educator Fellow
Bertha-Helena Coquel, Educator Fellow
Mary Curran, Faculty Fellow
Amanda Dominguez, CBO Fellow
Marina Feldman, Research Assistant
Sarah Gallo, Faculty Fellow
Edie Grauer, CBO Fellow
Lucinda Holt, CBO Fellow
Jessica Hunsdon, Project Coordinator
Nora Hyland, Faculty Fellow
Aquaus Kelley, Educator Fellow
Katherine Leavell, Educator Fellow
Amy Lewis, Faculty Fellow
Carrie Lobman, Faculty Fellow
Stephanie Miele, Educator Fellow
Julie Ochoa, Educator Fellow
Lauren Opiela, Faculty Fellow
Randi Ostrove, Faculty Fellow
Christelle Palpacuer Lee, Faculty Fellow
Jennifer Perez, Educator Fellow
Maqueda Randall-Weeks, Faculty Fellow
Sreya Rao, Educator Fellow
Caia Schlessinger, Educator Fellow
Anel Suriel, Research Assistant
Juliann Tacconi, Educator Fellow
Tiffany Thomas, CBO Fellow
Rob Zisk, Faculty Fellow

Partners

Philly Children's Movement | phillychildrensmovement.org

The Philly Children's Movement knows that families and schools are critical spaces for building racially just communities. We envision a world in which all people are liberated, whole, and valued. We work to dismantle racism, anti-Blackness, and white supremacy. Our organizing for racial justice happens in schools, community events, child-centered activism, and racial justice campaigns.

Radical Pedagogy Institute | radicalpedagogyinstitute.com

The Radical Pedagogy Institute is a collective of educators based in the greater New Jersey area (this includes NYC) who believe in the transformational power of radical pedagogy and local political organizing. But what exactly do we mean by radical pedagogy? Essentially, we view radical pedagogy as a pedagogy that uses tenets of critical pedagogies—queer, anti-racist, DisCrit, culturally relevant, and other liberatory pedagogies—to re/humanize educational experiences for all students.

New Labor | newlabor.org

New Labor is an organization that educates, organizes, and fights for better work conditions and social justice in the workplace. With a base of around 4,000 members, New Labor organizes to empower its members and amplify their voices in the community, workplace, and political realm.

New Brunswick Tomorrow | www.nbtomorrow.org

New Brunswick Tomorrow is a social impact organization committed to moving people forward since 1975. We address the human issues that impact us all, including the conditions of the neighborhood you live in, your family's health and well-being, and your child's progress and ability to meet their fullest potential.

New Brunswick Area Branch of the NAACP | nbanaacp.wordpress.com

Founded in 1909, the NAACP is the nation's oldest and largest civil rights organization. From the ballot box to the classroom, the thousands of dedicated workers, organizers, leaders, and members who make up the NAACP continue to fight for social justice for all Americans.

The New Brunswick Area Branch is one of over two thousand NAACP local units nationwide. The branch was chartered to serve the following municipalities: Bound Brook, East Brunswick, Franklin Township (Somerset County), Highland Park, Hillsborough, Middlesex Borough, Milltown, New Brunswick, North Brunswick, Piscataway, Sayreville, Somerville, South Brunswick, and South River.

Black Community Watchline | www.blackcommunitywatchline.com

The Black Community Watchline was created to empower individuals to speak out and address instances of anti-Black violence, aggression, and bias. The Watchline provides a platform to report immediate threats of racial violence, microaggressions, and racially motivated experiences that undermine the respect, dignity, and fair treatment that Black people should receive.

The Black Community Watchline is committed to seeing that incidences of violence, harassment, and intimidation are not overlooked, dismissed, or mishandled by public servants, persons of influence, and individuals in positions of power.

New Brunswick Civic League | www.civicleaguenb.com

The Civic League of Greater New Brunswick is a not-for-profit community-based organization, operated to strengthen African American families and other minority family groups. This is accomplished by advocating, promoting, and providing community-based services that empower families and improve their quality of life.

The League supports and conducts programs in the areas of education, training, health care, employment, housing, and economic empowerment with the aim of enhancing the stability and growth of families within their communities. This aim is accomplished in conjunction with corporations, human service agencies, churches, community organizations, schools, and volunteers.

Illustration

Andrece Brady is a fine artist, art educator, and curator from Newark, New Jersey. Passionate about rebuilding Black communities through art, Brady is a dynamic artist with a style that transforms through multiple mediums. At her core, Brady is moved by revolution and rebuilding Black communities through art. A multifaceted educator, Brady is a teaching artist and hosts art classes, workshops, and programs, and organizes interactive events for all ages. | andrecebradyart.com

Graphic Design

Shira Golding Evergreen (she/they) is a queer creative based in Ithaca, New York, who collaborates with nonprofits, arts organizations, activists, and educators on projects focused on social and environmental justice. They live and work in a solar-powered, energy-efficient house with their partner, two young kids, and four former feral cats. Shira has designed Education for Liberation Network's annual social-justice planbook for educators, "Planning to Change the World," for over a decade and served as the Director of Education and Outreach for Arts Engine, where she directed the Media That Matters Film Festival (best nonprofit/green website SXSW 2005) and traveled around the country to speak about grassroots film distribution, youth filmmaking, and media justice. | www.upliftedithaca.com

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UNIT ONE

Our Language Community

UNIT ONE
Our Language Community

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 9–13 days (45-minute sessions per day)

Unit Summary

This unit supports students in exploring their identities and language use; investigating languages used by their families, peers, and school community; and in understanding that all languages are valued and important.

In order to create a classroom and school community where all linguistic repertoires are welcomed and sustained, the unit aims to challenge and disrupt the following norms: one named language is more important or valuable than another (i.e., English in the United States); English needs to be the sole language of schooling; and there is one correct way to write and speak any given language.

The unit begins with a focus on the diversity of languages, our love of our languages, and a survey to discover which languages students and their classmates speak at home. Students then use this information to create a home language poster and books in which they label items in English and/or their chosen language. These multilingual books will be read to one another and will "live" in the classroom library where students can engage with them throughout the year. Through engaging stories from children's literature, students are empowered to use and be proud of all language tools at their disposal. In these shared readings and discussions, students reflect on how we draw on all of our linguistic resources or language tools in different settings and purposes. This translanguaging knowledge will inform the creation of a language biography.

After learning about the power and diversity of language, students create a welcoming and inclusive linguistic classroom and school community by engaging in a Linguistic Landscape Action Project in which all spoken languages are represented in their classroom and school. Students will generate interview questions to identify the linguistic repertoires of their peers, school staff, and community members. The students will conduct these interviews to inform their project of creating a multilingual landscape in their classroom by labeling classroom items in their home languages.

Finally, the unit culminates with the teacher and students focusing on the need to take action to make change. They will collaborate on a letter to the school principal advocating for permission to label common school areas and items in the languages of the school community, creating a multilingual school landscape.

Community-Engaged Anti-Racist (CEAR) Principles in Unit One

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

The focus on students' personal experiences with language provides opportunities to engage families and the community regarding their own linguistic experiences and perspectives.

Principle 3: Welcomes and Expands Students' Linguistic Resources

A focus on identity, language use, and linguistic communities establishes that all languages and language practices are important, valued, and should be sustained.

Principle 4: Implements Culturally and Historically Responsive Practices

Students reflect on their own, their family's, and their community's experiences with language.

Principle 6: Counters Dominant Narratives

The unit disrupts ideas that there is only one dominant, named language and cultural practice and only one correct way to speak a language.

Principle 7: Cultivates and Celebrates Joy

Students share and celebrate their languages and learn and incorporate features of new languages from their peers, families, and community members.

Principle 8: Engages Students in Resistance and Action

Students take action and counter injustice in their school community by creating a more linguistically inclusive print-rich environment.

CEAR Practices

Critical Literacy: Students discuss the use of signs and labels in the school building to determine if they offer all school-community members the ability to fully participate in the school environment and if the school's linguistic landscape sets a welcoming tone for all members of the school community.

Daily Reflection Tools: Students have the opportunity to reflect on what they've learned at various points throughout the unit.

Language Objectives for Each Lesson: Teacher has clear objectives of what students will be able to do with language.

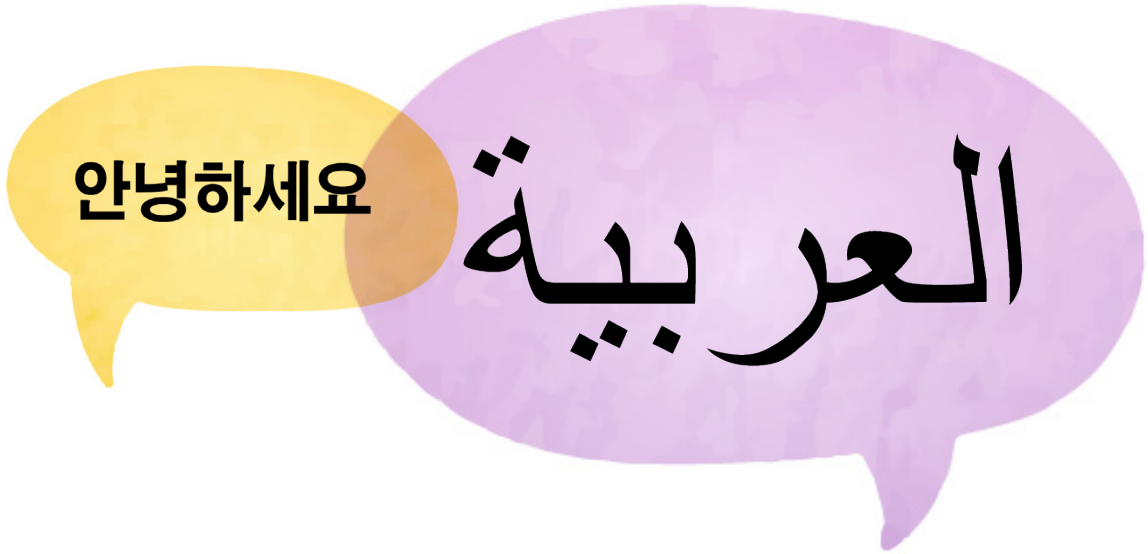
Partnerships with Community Members and Community-Based Organizations: Students interview members of the school community and the larger community about their linguistic experiences.

Small-Group/Partner Work: Students engage with their peers during each lesson, whether through partner discussion or small-group activities.

Translanguaging Practices: The teacher and students develop multilingual resources (classroom and school labels) through translanguaging in which they are encouraged to draw upon all linguistic practices at their disposal. Students share their languages with one another and use multiple languages while learning with and from their peers. They are encouraged to express themselves in the language of their choice.

Varied Forms of Expression: Students express themselves through writing and drawing in addition to recording videos. They create posters and books, and collaboratively compose a letter to the principal as part of an advocacy project.

Varied Media and Texts/Multilingual Resources: Students engage with texts (including student-created materials), music, and videos in multiple languages and with a diverse representation of characters. Bilingual picture dictionaries will be provided.



Content Objectives

Students will be able to do the following:

- Explain that all languages are important and valued. (Lesson 1)
- Communicate using multiple languages. (Lesson 1)
- Identify their home language and their language communities. (Lesson 2)
- Represent their linguistic identity by presenting the Language Poster. (Lesson 2)
- Share words, phrases, or terms of endearment that they love from their home languages. (Lesson 3)
- Compose informative texts in their chosen languages through the creation of "My Very Own…" books, where they will draw and label specific items. (Lesson 4)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Lesson 5)
- Name all the languages that they use at home, at school, and in their community to understand the world around them to show that they are multilingual people. (Lesson 6)
- Create a language biography to celebrate all the languages they use via translanguaging. (Lesson 6)
- Ask and answer questions in order to gather information. (Lesson 7)
- Gather information from provided sources to answer a question. (Lesson 7)
- List and label items and places throughout the classroom. (Lesson 8)
- Persuade school leadership in a cowritten letter. (Lesson 9)
- Advocate for a multilingual environment. (Lesson 9)

Language Objectives

Students will be able to do the following:

- Repeat greetings in various languages. (Lesson 1)
- Share their experience with languages. (Lesson 1)
- Describe the language(s) used in their home. (Lesson 2)
- Listen to and/or present their projects to others. (Lesson 2)
- Verbally express something that they love that they've heard from their families in their home languages. (Lesson 3)
- Identify and discuss that there is more than one way to refer to a person, place, or object. (Lesson 4)
- Identify examples of multiple varieties of language and linguistic resources and strategies used in a read-aloud. (Lesson 5)
- Describe items using multiple linguistic strategies, sentence frames, and teacher modeling. (Lesson 5)
- Inform their classmates and others about their language uses at home, in school, and in the larger community. (Lesson 6)
- Create a language biography or passport showcasing their interactions and uses with language(s) at home, in school, and in their community. (Lesson 6)
- Ask and answer interview questions using a language of their choice. (Lesson 7)
- Identify classroom items as they conduct a linguistic landscape. (Lesson 8)
- Identify named languages from Lesson 1. (Lesson 8)
- Write a persuasive letter to the school principal in collaboration with their teacher to advocate for a multilingual environment. (Lesson 9)

Enduring Understandings

- Language connects us to our family, community, and history. (Lessons 1, 2, 3, 6, and 7)
- All languages are welcome and important. (Lessons 1–9)
- My languages are powerful. (Lessons 1–9)
- I can take action to make my school a more welcoming place. (Lessons 8 and 9)

Essential Questions

- How do we communicate? (Lessons 1, 5, and 6)
- What is language? (Lesson 1)
- What languages do I and we speak in our community? (Lessons 1, 2, 5, and 8)
- When and where do we use our languages? (Lessons 2 and 4)
- How is language part of our identities and communities? (Lesson 3)
- How can we create spaces that welcome all of our languages? (Lessons 3, 8, and 9)
- How is language part of my cultural and community history? (Lessons 2, 6, and 7)
- How can I respect and learn from other people's languages and identities? (Lessons 3, 7, 8, and 9)
- How do I use all of my languages and ways of speaking to share my ideas? (Lessons 4, 5, 6, and 9)

Centering Student, Family, and Community Knowledge and Experiences

This unit is relevant to students' lives because it focuses on the use of language, which all students experience in a variety of ways on a daily basis. A central tenet underpinning the unit is that all languages are important and valued, connecting directly to students' and families' lived experiences. Students use a variety of languages and means of communicating, both in and out of school, and this unit allows them to explore their own language use, in addition to the language use of their school and home communities, eliciting and centering a variety of community members' experiences and perspectives. Students will survey the school community to discover important information about language. Further, students will have the opportunity to share their findings with their peers and the larger school community. Activities allow for self-reflection and exploration of identity and also afford students the opportunity to engage with their families and other community members about their language use. Materials and resources reflect the cultural and linguistic communities of the students and allow students to make connections between their own linguistic communities and those of their peers. The unit also allows students to take action in order to create a more linguistically inclusive school community by ensuring that a variety of languages are represented throughout the school setting.

Vocabulary/Conceptual Development

Vocabulary is introduced and practiced in multiple formats and languages, including through students' home languages and hand signs. Teachers will use visual aids, gestures, and everyday objects as needed. Vocabulary is charted on word walls for reference and used across the lessons. Students engage with key terms as they read literature around language in communities, discuss language uses, and speak and listen to peers and teachers discuss the essential questions, skills, and terms of the unit. Additionally, as a culminating activity, students cowrite a persuasive letter to their school administration.

Unit Vocabulary

- Communicate
- Community
- Examples of greetings
- Family
- Injustice
- Interview
- Labels/Word card
- Language
- Letter
- Lost and found
- Love
- Multilingual
- Permission
- Principal
- Take action
- Translanguaging

Phrases

- A new word that I learned is _____.
- Hello, Hola, Bonjour, Namaste, Nîn hâo. (Add more terms based on classroom linguistic diversity.)
- How do I say _____ in English/Mandarin/Spanish/etc.?
- I knew *libro* meant "book" because _____.
- We speak _____ at _____.
- What is _____ in English/Mandarin/Spanish/etc.?
- What languages do you speak? At home? At work? At school? At the store?

Key Words in American Sign Language

- Book
- Goodbye
- Hello
- Love

(Image source, Wikimedia Commons)

Lessons Overview

Lesson 1: Languages Are Important!
Students learn that people from all over the world talk to each other using various languages. These languages have value and are important despite beliefs, policies, and practices that may value one language over another.

Lesson 2: Our Home Language/ Language Communities
The teacher shares a home language poster to demonstrate their inclusion in a language community. In collaboration with their families, students represent their language/culture through the completion of a home language poster and present their posters to the class.

Lesson 3: I Love My Languages
The teacher and the students read *Honey Baby Sugar Child,* by Alice Faye Duncan, to celebrate and express their love of home languages, including Black language, and to understand that there is more than one way to speak a language. Students create a video expressing things they love in multiple languages.

Lesson 4: Our Words, Our Languages
Students work on individually created books where each page requires the student to draw a specific picture (family, house, school, cat, etc.) and label it using their chosen language. The students read their books to one another. The books "live" in the classroom library where students can engage with them throughout the year.

Lesson 5: My Language Strategies
Students reflect on and discuss how to use all of their linguistic resources in order to communicate. The teacher and students read and discuss the character's linguistic strategies in *My Dog Is Lost!,* by Ezra Jack Keats and Pat Cherr. Students utilize a variety of strategies to describe an object similar to the character in the book.

Lesson 6: My Complete Linguistic Repertoire
Students learn that the act of engaging all of their languages for learning and communicating with others is called "translanguaging." After reading the book *Say Hello!,* by Rachel Isadora, students reflect on where they use all of their languages and complete a language biography.

Lesson 7: Surveying the School Community
The teacher and students brainstorm questions for school staff, community members, and families and then conduct interviews with them. The interviews, in person or virtually, will inform the class about their linguistic community.

Lesson 8: Linguistic Landscape Action Project
The teacher and students read *Mango, Abuela, and Me,* by Meg Medina. Using the data gathered in Lesson 1, students create a multilingual landscape of their classroom, labeling classroom items in languages representing their community in order to create an inclusive classroom environment that celebrates, affirms, and sustains their linguistic identities.

Lesson 9: Advocating for a Multilingual Landscape
After reading the book *Say Something!,* by Peter H. Reynolds, and learning about taking action, the class collaboratively writes and delivers a letter to the school principal requesting permission to label common school areas in the languages of the school community.

Assessment

Formative assessment includes observations of student participation in discussions and small group work; comprehension checks in whole class discussions; student artifacts (drawings, beginning writing); and video of students' spoken languages.

Summative assessment includes two parts of the Linguistic Landscape Action Project. First, students decide what to label and which languages to use for the labels, with teacher and family assistance as needed, in order to create an inclusive school environment where school community languages are represented. Second, students write or draw, depending on readiness, to support the Advocacy Letter Writing Project.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for English Language Arts
RL.K.2: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

New Jersey Student Learning Standards for Social Studies
6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Core Instructional Resources and Materials

Texts

Arena, J. (2016). *Marta! Big & small*. Roaring Brook Press.

Duncan, A.F. (2015). *Honey baby sugar child*. Simon & Schuster Books for Young Readers.

Isadora, R. (2010). *Say hello!* G.P. Putnam's Sons Books for Young Readers.

Keats, E.J., & Cherr, P. (1960). *My dog is lost!* Thomas Crowell.

Medina, M. (2017). *Mango, Abuela, and me.* Candlewick.

Reynolds, P. H. (2019). *Say something!* Orchard Books.

Videos

Books & Brunch with Mrs. Bri. (2020, November 10). *Marta! Big and small* [Video]. YouTube. | www.youtube.com/watch?v=S_bkNJRbXk4

Jack Hartmann Kids' Music Channel. (2020, May 28). *Rags the dog | Brain breaks | Jack Hartmann | Dog song* [Video]. YouTube | www.youtube.com/watch?v=bKxdMnjH8RI

Lec Meriwinkle. (2017, August 28). *Multi-language head, shoulders, knees and toes* [Video].YouTube | www.youtube.com/watch?v=YGrknzngFl8

Lisa Beth Kovetz. (2018, April 20). *Marta! Big and Small FOR EXPORT color corrected sound sweetened* [Video]. YouTube. | www.youtube.com/watch?v=6x601Vgqxoc

Sankofa Read Aloud. (2018, July 24) *Honey baby sugar child* [Video]. YouTube. | www.youtube.com/watch?v=tcJ6lnPkEwY

TEDx Talks. (2019, June 5). *The benefits of being bilingual | Bella Lawson & Jose Sabedra | TEDxKids@ElCajon* [Video]. YouTube. | www.youtube.com/watch?v=eAqVR4JQITc

Songs

Utah Education Network. (2005, August 7). *Hello's heard around the world.* Utah Education Network. | www.uen.org/lessonplan/view/13915

Additional Children's Literature

Dominguez, A. (2018). *How are you?/¿Cómo estás?* Henry Holt and Co.

ETeaches365. (2020, April 30). *Honey I love...by Eloise Greenfield* [Video]. YouTube. | www.youtube.com/watch?v=kZGKOSv-Jqo&t=91s

Greenfield, E. (2016). *Honey, I love*. Harper Collins.

Lê, M. (2018). *Drawn together*. Little, Brown Books for Young Readers.

Nemeth, K., & Manzano, D.J. (2014). *New words, new friends*. Language Castle Press.

Raschka, C. (2007). *Yo! Yes?* Scholastic Inc.

Additional Materials

- Echo microphones
- Image of school principal from website
- Images from the school with monolingual labeling (bathrooms, principal's office, library, etc.)
- Images of "labeled classrooms" around the world
- Index cards (If possible before the lesson, have families help to create the multilingual lists and/or labels.)
- Language biography template
- Language chart
- Language poster template
- Letter for parents to help with translation
- Letter frame
- Pictures of items listed on the language poster
- Sentence strips pre-printed with sentence frames from language biography and pictures to accompany them (house, school, etc.)
- Teacher family photo
- Video-recording equipment (iPad, iPhone, digital camera, etc.)

Resources for Building Background

American Sign Language University. (n.d.). *American Sign Language: "book."* American Sign Language University. | www.lifeprint.com/asl101/pages-signs/b/book.htm

ASLMeredith. (2020, February 9). *How to sign about LOVE in American Sign Language: ASL vlog lesson* [Video]. YouTube. | www.youtube.com/watch?v=wB_QG3MM_zs

Baker-Bell, A. (2021, January 30). *Black language education.* Black Language Syllabus. | www.blacklanguagesyllabus.com/black-language-education.html

Celic, C., & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB guide for educators.* CUNY-NYSIEB. | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

Dual Language Training Institute. (2019). *Pictures.* | www.dltigomez.com/pictures.html

EmmaSigns. (2012, March 28). *Greetings, introducing yourself and small talk in American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=jWCk3WqtVi4

España, C., & Herrera, L.Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

Gallaudet University. (n.d.) *ASL connect*. | www.gallaudet.edu/asl-connect

Gonzalez, V. (2019, March 27). *QSSSA: More than turn & talk*. Seidlitz Education: Giving the Gift of Academic Language. | seidlitzblog.org/2019/03/27/qsssa-more-than-turn-talk

JunyTony-Songs and Stories. (2019, August 30). *Hello around the world | Say hello in 15 different languages | Explore world song | JunyTony* [Video]. YouTube. | www.youtube.com/watch?v=472AnCrHYVs

Muiru, K. (2021, January 30). *Black language in children's and YA lit.* Black Language Syllabus. | www.blacklanguagesyllabus.com/black-language-in-childrens--ya-lit.html

National Council of Teachers of English. (2021, September 11). *Entering the language wars.* National Council of Teachers of English. | ncte.org/blog/2021/09/entering-language-wars/

National Institutes of Health. (2021, October 29). *American Sign Language*. National Institute on Deafness and Other Communication Disorders. | www.nidcd.nih.gov/health/american-sign-language

NPR. (2017, April 15). *A few things to know about American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=wa0nxppMJ-Q

Pinkfong Baby Shark - Kids' Songs and Stories. (2021, January 2). *Say hello and goodbye | Around the world with Baby Shark | Pinkfong songs for children* [Video]. YouTube. | www.youtube.com/watch?v=ORGUR0mmR2o

Quintana, C. (2017). *How to guide: Labeling in early childhood and the primary grades.* The Elementary Helper. | www.theelementaryhelper.com/preschool-kindergarten/how-to-guide-labeling-in-the-early-childhood-classroom

Extensions (Optional)

As an extension or follow-up activity, students can make presentations to other classes, grade levels, and/or schools, encouraging them to create a multilingual landscape. Data from the interviews can be shared with peers outside their class. Classes can also work together to organize and effectuate change in the larger school community.

The unit could be expanded by conducting interviews or surveys with other classrooms, older students, or community members.

This unit plan is adaptable for upper grades. They can be encouraged to do an extensive ethnographic inquiry into the linguistic communities of the classroom, school, and neighborhoods. Older learners can be invited to collect and analyze linguistic data from the local community, including where English and all other languages are used (e.g., on storefronts, signs, in grocery stores, public libraries, etc.). They can compare neighborhoods. They can share their findings with other schools and partners in other cities, states, or countries.

Notes

Adjustments may need to be made to the lessons in the event that the class is monolingual. For example, in Lessons 1 and 2, the teacher can directly teach how to say "hello" and "goodbye" in a variety of languages if only one language is spoken, thereby expanding the students' linguistic repertoires for subsequent lessons (i.e., they are becoming multilingual as the unit progresses).

Some students may not feel comfortable sharing their languages in school, based on societal norms or pressures to only use English when in school or other settings outside of the home. Additional conversations with students can take place around this topic, either in a whole-group setting or on an individual basis, with the goal being that as the unit progresses, those students may begin to feel more comfortable sharing about their language use.

Teachers will need to solicit support and engagement from families to assist with particular projects throughout the unit.

To support students' identification of language practices, places, and activities, it may be helpful to have community and family exemplars such as the following:

- Language practices gleaned from beginning of the year classroom surveys or home language surveys.
- Real-life objects and visuals of language signs and locations familiar to students and their families.
- Use of Google Earth or Maps.
- A large map of the school building or local community that can be annotated with languages or students' names.
- Visuals from a community walk (recorded or pictures from teacher-directed walk; optional homework with families; class field trip or walk).
- Visuals/audio clips of languages represented in the class; access to Google translate to identify languages that students may not be able to name.

Letter to Parents and Guardians

Dear Parents and Guardians,

We are about to start a new unit in Social Studies! This unit, Our Language Community, focuses on learning about and celebrating the many different ways we communicate with each other. Whether your child only knows one language or several languages, all languages are important and should be celebrated!

We need your help. In the unit, we hope to include all the languages that are spoken by our students and their families. If you have any school-friendly recordings of simple greetings or basic words in your home language, please email them to me at [INSERT YOUR EMAIL ADDRESS]. This will be used in Lesson 1 to introduce different languages through greetings.

In Lesson 2, students will work on an at-home project if possible. This project will ask students to write some basic words in your home language along with a few graphics. This will be handed in by [INSERT DUE DATE]. When we hang them up, our classroom will become a glossary of all the languages that our classroom represents! If you need any assistance with this project, please reach out to me.

Also in this unit, students will discuss words that their family uses to express love. Later on students will create books with basic words in their home language. The overall goal is to focus on celebrating multilingual identities.

What you can do: Please start talking to your child about your language background. You can refer to the following guiding questions to help your conversations:

1. What do you speak at home and why?
2. Are there any other languages that your family knows or ever knew?
3. How has language affected your family and how you interact?

We are excited to learn about all of our languages! Please feel free to send in anything you think might be helpful in sharing your home language with our class. Thank you in advance for your help!

Sincerely,

[INSERT YOUR NAME]

UNIT ONE, LESSON ONE

Languages Are Important!

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (45-minute session)

Lesson Overview

Students learn that people from all over the world talk to each other using various languages. These languages have value and are important despite beliefs, policies, and practices that may value one language over another.

Content Objectives

Students will be able to do the following:

- Understand that all languages are important and valued.
- Communicate using multiple languages.

Language Objectives

Students will be able to do the following:

- Repeat greetings in various languages.
- Share their experience with languages.

Essential Questions

- How do we communicate?
- What is language?
- What languages do I speak and do we speak in our community?

Instructional Resources and Materials

- "Multi-Language Head, Shoulders, Knees, and Toes" video | www.youtube.com/watch?v=YGrknzngFl8
- "This Is the Way We Say Hello" printable lyrics | www.uen.org/lessonplan/download/19806?lessonId=13915&segmentTypeId=2
- Language chart (to be created with students)

Vocabulary/Conceptual Development

Examples of greetings: Hello, Hola, Nîn hâo, Bonjour, Namaste.
(Add more greetings based on the diversity of your classroom.)
Language: Words and signs that express thoughts and feelings.

Centering Student, Family, and Community Knowledge and Experiences

This lesson is centered on the children's linguistic experiences, and the teacher will acknowledge and welcome into the classroom all of the languages spoken by the students and their families. Families will be encouraged to share information about their linguistic experiences prior to this lesson.

Potential Challenges

Students may not understand the concept of language and/or may not be aware of their own or other languages. Teachers and students may believe that English is a preferred or superior language and/or that there is only one correct way to speak English and other languages. As a result, some students and/or their families may not be comfortable sharing their languages. It is important for the teacher to disrupt this narrative and to share that all languages are important and that there are different ways of speaking, even within the same language, that are valuable and important.

Teachers may view emerging bilinguals from a deficit perspective and may believe that not speaking English is negatively related to their intelligence, competence, and capabilities.

Teachers and students may not be aware that communication can also be nonverbal and may take the form of gestures, facial expressions, and tone of voice.

Lesson Procedures

Introduction

Play the multilingual video "Multi-Language Head, Shoulders, Knees, and Toes."
Ask the students to pay attention to anything that is interesting.

What did you notice while you were watching? How did you feel while you were watching?

Give students an opportunity to share what they noticed and how they felt.

Great job noticing a lot of different things! Something that I heard you say is that you noticed that you heard the same music but with different words. Today we are going to learn about our languages. Raise your hand if you have heard the word "language" before. Raise your hand if this is a brand new word for you. Everyone say the word after me: ***"Language."***

When you noticed the words changed, it was because the singer sang in a different language. "Language" means "words and signs that express thoughts and feelings." People speak different languages. All of them are super important. What have you noticed about the languages used in school? Because you might see signs in English and hear people speaking in English in our school, you might think that English is the only language welcome in our school, but ALL languages are welcome in school! How would you feel in a school where all of the signs and words were in a language that you didn't understand? You might feel sad or frustrated or like your languages weren't important. We don't want anyone to feel that way. ***ALL languages should be welcome EVERYWHERE!***

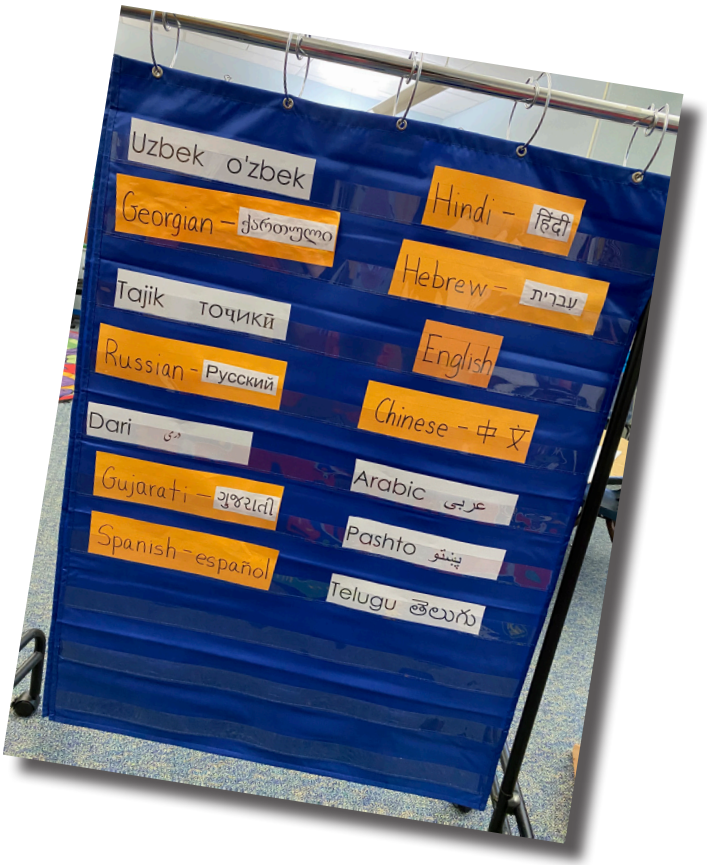
Activity: Languages Chart

Think in your brain for a moment. What language do you speak at home? It's OK if you don't know what it's called. You can use other words instead. Think about it. Now turn to a partner and tell them what language you think you speak at home.

Wow, great job! I heard _____ say they speak _____ at home. Does anyone else speak that language? Let's make a chart.

Create a chart with a column for languages, and write students' names next to the language(s) they speak.

I also heard that _____ speaks _____ at home. Would anyone else like to share what language they speak? Wow, we speak so many languages!



Song: Learn Ways to Say "Hello"

I'd like to teach you a new song that will teach us how to say "hello" in all of our languages.

Sing the song "This Is the Way We Say Hello" using the students' languages and ways of saying "hello." Have students sing along and then repeat the new greeting with you at the end of each verse.

I have one more way that I'd like to teach you how to say "hello," but first, I have a question for you. Can anyone show us a way to say "hello" without talking?

Possible student responses may include the following: "waving, hand raised, smiling," etc.

Some people might not use their voices or their ears to communicate because they are deaf or hard of hearing, so they may use their hands to create signs using a language called "sign language." Remember, "language" means "words and signs that express thoughts and feelings." This is how you say "hello" in American Sign Language (ASL).

Demonstrate by placing a hand on your forehead close to your ear, and move it outwards and away from body.

Let's try it together.

Say "hello," repeating the sign several times along with the students.

Now let's try it in our song!

Sing one final verse of "This Is the Way We Say Hello" using ASL at the end.

Closure

Great job today learning about languages. Remember that "language" means "words and signs that express thoughts and feelings." Are all languages important? YES! Repeat after me, ***ALL LANGUAGES ARE...IMPORTANT.*** *Are all languages welcome in school? Repeat after me,* ***ALL LANGUAGES ARE WELCOME IN SCHOOL!*** *Tomorrow we are going to talk more about the languages that we speak at home and learn about a special project that you will do with your families.*

Assessment

Students will demonstrate their understanding of what language is and what language(s) they speak through their partner and whole-group discussions.

Students will demonstrate multiple ways of saying "hello" in various languages through song and signs.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

New Jersey Student Learning Standards for English Language Arts
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

Resources for Building Background

EmmaSigns. (2012, March 28). *Greetings, introducing yourself and small talk in American Sign Language.* [Video]. YouTube. | www.youtube.com/watch?v=jWCk3WqtVi4

Gallaudet University. (n.d.) *ASL connect*. | www.gallaudet.edu/asl-connect

JunyTony-Songs and Stories. (2019, August 30). *Hello around the world | Say hello in 15 different languages | Explore world song | JunyTony* [Video]. YouTube. | www.youtube.com/watch?v=472AnCrHYVs

National Institutes of Health. (2021, October 29). *American Sign Language*. National Institute on Deafness and Other Communication Disorders. | www.nidcd.nih.gov/health/american-sign-language

NPR. (2017, April 15). *A few things to know about American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=wa0nxppMJ-Q

Pinkfong Baby Shark - Kids' Songs and Stories. (2021, January 2). *Say hello and goodbye | Around the world with Baby Shark | Pinkfong songs for children* [Video]. YouTube. | www.youtube.com/watch?v=ORGUR0mmR2o

Extensions (Optional)

The teacher can find "Head, Shoulders, Knees, and Toes" in additional languages to meet the needs of their particular group of students.

References

Utah Education Network. (2005, August 7). *Hello's heard around the world*. Utah Education Network. | www.uen.org/lessonplan/view/13915

Lec Meriwinkle. (2017, August 28). *Multi-language head, shoulders, knees, and toes* [Video]. YouTube. | www.youtube.com/watch?v=YGrknzngFl8

This Is the Way We Say Hello

(Tune: "Here We Go Round the Mulberry Bush")

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **English** language (***Hello***)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **Spanish** language (***Hola!***)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **Swahili** language (***Jambo***)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **French** language (***Bonjour***)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **Portuguese** language (***Oi***)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **Japanese** language (***Konnichiwa***)

UNIT ONE, LESSON TWO

Our Home Language/ Language Communities

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

The teacher shares a home language poster to demonstrate how everyone is part of a language community. In collaboration with their families, students represent their language/culture through the completion of a home language poster and present their posters to the class.

Content Objectives

Students will be able to do the following:

- Identify their home language(s) and language communities.
- Represent their linguistic identity by presenting their language poster.

Language Objectives

Students will be able to do the following:

- Describe the language(s) used in their home.
- Listen to and/or present their projects to others.

Essential Questions

- What languages do I speak and do we speak in our community?
- When and where do we use our languages?
- How is language part of my cultural and community history?

Instructional Resources and Materials

- "This Is the Way We Say Hello" lyrics. (Note: For this lesson, this song will be modified by the teacher to be sung, "This Is the Way We Say Goodbye.")
- Language poster template (see end of lesson)
- Class poster
- Crayons
- Pencils
- Pictures of items listed on the language poster

Vocabulary/Conceptual Development

Communicate: Telling someone something.
Community: A group of people with something in common.
Family: A group of people who are related to or take care of one another.
Language: Words and signs that express thoughts and feelings.

Centering Student, Family, and Community Knowledge and Experiences

This lesson centers students' experiences by having each student complete a language poster featuring greetings and some of their favorite things in their home languages. The poster will be completed by the students in collaboration with their families, so that families may share their knowledge and experiences as well.

Potential Challenges

Students may not be familiar with the concept of language and/or may not be aware of their own or other languages.

Students may believe that all families speak English or that all families speak their home language.

Students who only speak English may not have exposure to other languages, so this may be a new experience for them.

Teachers and/or students may have a limited understanding of what makes up a family and may believe that families must include a mother, father, and children. This narrative must be disrupted so that the students' understanding of family is inclusive of all family situations (i.e., using language such as "your grown-up" as opposed to "your mother" or "your father").

It may be challenging for some students to complete the poster at home due to extenuating circumstances (i.e., limited time, literacy challenges, etc.). While students should be given every opportunity to complete the poster with their families (i.e., providing ample time, supports, and resources), the teacher must be flexible and understand that if necessary, the poster can be completed at school.

Lesson Procedures

Introduction

Review the classroom language poster from Lesson 1 and revisit what language is, the different languages that everyone speaks, and the ways we say "hello." Students should turn and talk with a partner to share a way to say "hello."

*Today we are going to learn more about what languages we speak at home with our families because remember **ALL LANGUAGES ARE...IMPORTANT!** But first, who decides what language you speak at home? Think for a minute in your head about who decides what language you speak. It's OK if you don't know or aren't sure. Turn to your partner and tell them what you think. What do you think?*

Possible student responses may include the following: "Mom, Grandpa, I don't know." Have a few students share their responses.

*Most of the time, children learn their languages from their grown-ups. But those languages might change over the years for many reasons. Families might move and learn to speak a new language. You might have grandparents who speak one language, and you might speak another language. Maybe your family used to speak one language a long time ago and now you all speak another language, and that's OK because **ALL LANGUAGES ARE...IMPORTANT!***

Who has heard the word "community" before? Where have you heard that word? What do you think it might mean?

A "community" means "a group of people with something in common," and everyone is part of a language community. A language community is a group of people who all communicate with each other in the same way. It is super important to know and celebrate the language we speak in our language community. What is a language that you speak? Who do you think might be a part of your language community? Who speaks the same language as you?

Possible student responses may include the following: "parents, siblings, friends, neighbors, community workers, teachers," etc.

Activity: Family Language Poster Project

To learn more about our language communities, we will be starting a project at home with our families. Who is in your family?

Possible student responses may include the following: "mother, father, grandparents, aunts/uncles, cousins, guardians, caregivers, siblings, foster parents," etc.

A family is a group of people who are related to or take care of one another. There are many types of families, and we are lucky to be a part of them!

This is called a Family Language Poster.

Create your own and/or show examples pictured above and on the next page.

Here is mine! What do you see?

Possible student responses may include the following: "family photo, pictures, favorite things, words in Spanish," etc.

Each box has instructions in very little words at the top. Here is a picture of my family. What do you see in that picture? Your family picture may look different from mine because all families are different.

This is the name of my family, _____ .

Here is my favorite color. I wrote that in _____ because I am a part of the _____ language community! What is your favorite color?

I wrote that my favorite food is _____ . Do you know how to say my favorite food in another language?

Look at the picture of my favorite animal. What do you think my favorite animal is? This is how I say it in my language community.

This is one of my favorite things to do. What is something that you love to do? You can tell us in whatever language you'd like.

At the very top of my poster in big letters is the word in my home language for welcome or hello, just like we have been practicing. I have written all of my words in my home language, and I love my family language poster because it celebrates the language that my family and my language community speaks, which makes me feel good because ***ALL LANGUAGES ARE...IMPORTANT!***

You are going to work on your poster with your families at home. Yours will probably look different than mine because we speak a lot of languages, and I'm sure we have a lot of favorite things too. Your poster will be as special and as unique as you are. And when you finish your posters, you will show the class and tell us about it like I did today.

Closure

There's one more part of my poster that I want to show you. At the bottom, it says the word for "goodbye" in _____ . Does anyone know another way to say "goodbye"?

Yesterday we sang our song "This Is the Way We Say Hello," and today we're going to end our lesson with a song called "This Is the Way We Say Goodbye" using all of our languages. And we are going to learn a new sign in American Sign Language for the word "goodbye." Remember that you learned that some people might not use their voices or their ears to communicate because they are deaf or hard of hearing, so they may use their hands to create signs using a language called "sign language." This is how you say "goodbye" in American Sign Language.

Demonstrate by raising hand and folding fingers down and up.

Let's try it together.

Say "goodbye" and repeat the sign several times along with the students.

We can try that today in our song!

Sing the song using the students' languages and ways of saying "goodbye." Have students sing along and then repeat the new greeting with you at the end of each verse. Ask the students which language communities they are a part of.

Note: Students will present their posters in the following days, allowing time for them to complete the posters with their families. After each student presents, the rest of the class can share something new they learned about the student or their home language/language community from the presentation.

Assessment

Through various discussions (whole group, partner) and presentation of language posters, students identify their home languages and language communities.

Through their reflections on their peers' poster presentations, students share something that they learned about their peers' identities.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

New Jersey Student Learning Standards for English Language Arts
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

Resources for Building Background

EmmaSigns. (2012, March 28). *Greetings, introducing yourself and small talk in American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=jWCk3WqtVi4

Gallaudet University. (n.d.) *ASL connect*. | www.gallaudet.edu/asl-connect

National Institutes of Health. (2021, October 29). *American Sign Language*. National Institute on Deafness and Other Communication Disorders. | www.nidcd.nih.gov/health/american-sign-language

NPR. (2017, April 15). *A few things to know about American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=wa0nxppMJ-Q

Extensions (Optional)

- Have students regularly greet and say "goodbye" to each other in different languages.
- Hang up posters to encourage multilingualism.

References

Utah Education Network. (2005, August 7). *Hello's heard around the world*. Utah Education Network. | www.uen.org/lessonplan/view/13915

"Welcome or hello" in home language

Your favorite "Color" in home language

Family Names

Your favorite "Animal" in home language

Family Picture

Your favorite "Food" in home language

Your favorite "Activity" in home language

"Goodbye" in home language

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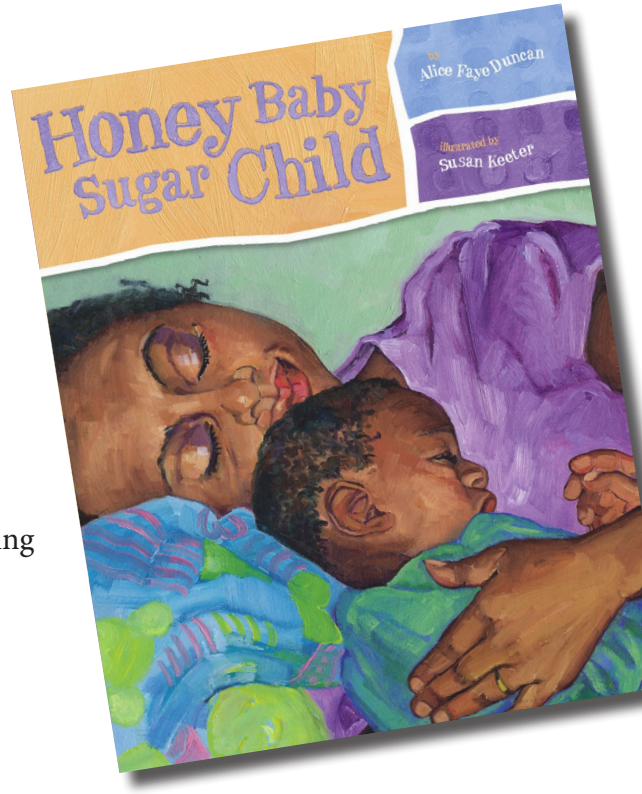
UNIT ONE, LESSON THREE

I Love My Languages!

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (45-minute session)



Lesson Overview

The teacher and students read *Honey Baby Sugar Child,* by Alice Faye Duncan, to celebrate and express their love of home languages, including Black language, and to understand that there is more than one way to speak a language. Students create a video expressing things they love in multiple languages.

Content Objectives

Students will be able to share words, phrases, or terms of endearment that they love from their home languages.

Language Objectives

Students will be able to verbally express something that they love that they've heard from their families in their home languages.

Essential Questions

- How is language part of our identities and communities?
- How can we create spaces that welcome all of our languages?
- How can I respect and learn from other people's languages and identities?

Instructional Resources and Materials

- *Honey Baby Sugar Child* by Alice Faye Duncan
- "Honey Baby Sugar Child" read-aloud video | www.youtube.com/watch?v=tcJ6lnPkEwY
- Teacher's family photo
- Video-recording equipment (iPad, iPhone, digital camera, etc.)
- Chart paper
- Drawing paper
- Crayons/markers

Vocabulary/Conceptual Development

Family: A group of people who are related to or take care of one another.

Language: Words and signs that express thoughts and feelings.

Love: A feeling of strong or constant affection for a person.

Centering Student, Family, and Community Knowledge and Experiences

This lesson centers children's linguistic experiences that they share with their families and expressions that they hear at home that they love. This allows teachers to acknowledge and welcome into the classroom those languages spoken by their students and to demonstrate appreciation and respect for their students, their students' families, and their students' communities. Students have had prior experience with asking their families about their language use, and that knowledge will be incorporated into this lesson as well.

Potential Challenges

Students may confuse the meaning of certain words (i.e., sugar being a food versus a term of endearment).

Students and teachers may believe that there is only one correct way to speak English and other languages. The books in this lesson were intentionally chosen to disrupt this narrative; demonstrate that there is more than one way to speak a particular language; and celebrate the use of Black language specifically.

The definition of "family" should create space for nontraditional family structures, including chosen family and individuals who may not be related to you but participate in your life in ways that we often connect to ideas of family (emotionally, financially, physically, etc.).

Lesson Procedures

Introduction

Show a photo of the teacher's family; this can be a current photo or one from childhood.

This is a picture of my family! In this picture, you can see me and _____.

Point out and name the rest of the family members.

Even though my name (or my child's name) is _____, my mother used to call me _____ (or I sometimes call her _____). I loved when she called me that because it made me feel like she loved me so much, and she was doing that in her own special way. (Or when I call her that, it's my way of telling her that I love her so much.) Today we're going to listen to a reading of a book called Honey Baby Sugar Child, *by Alice Faye Duncan, and I want you to listen to all of the ways that the mom in the book tells her child how much she loves them.*

Activity: Watch Read-Aloud

Play the "Honey Baby Sugar Child" read-aloud video once. (Alternative option: Read the book ahead of time and refer to important parts during the lesson.) Play the video again.

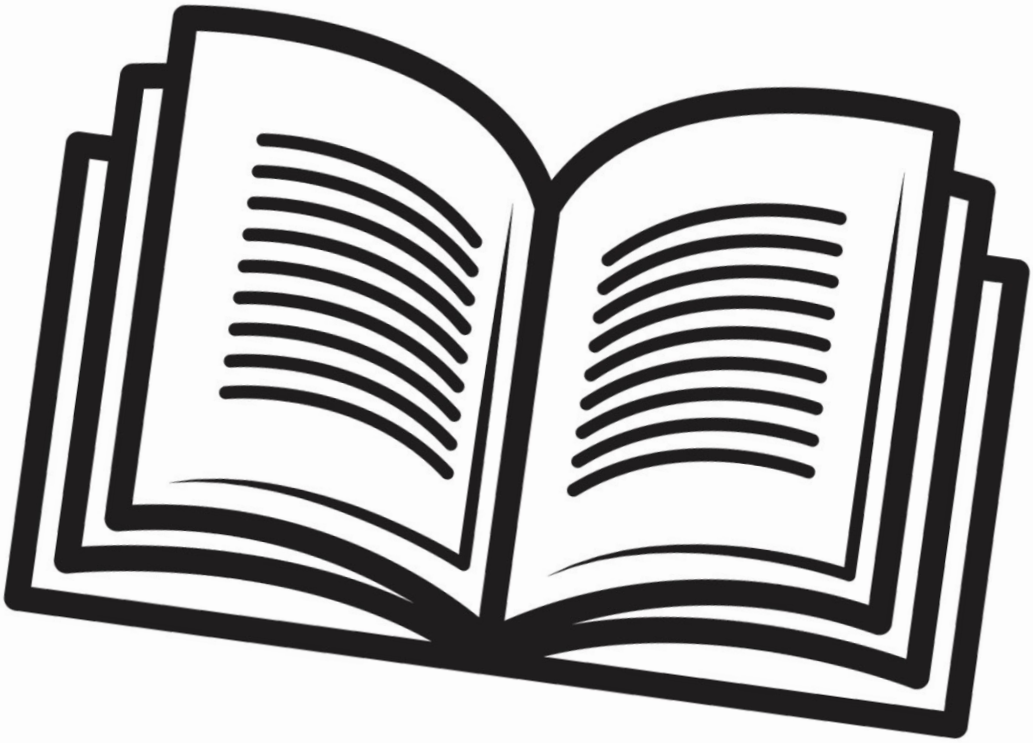
I feel like I can hear the love in the mother's words! What are some of the things that she calls her child?

Possible student responses may include the following: "honey, baby, sugar child, sweet puddin 'n' pie, my favorite patty cake, the joy in my smile, the star in my crown, the angel in my dreams."

What does she mean when she says "sugar"? Does she mean the food? So why does she call her child "sugar"? What does she mean when she says, "I want to eat you up"?

Think-Pair-Share

What is something special that someone in your family calls you? I want you to turn to a friend and tell them.

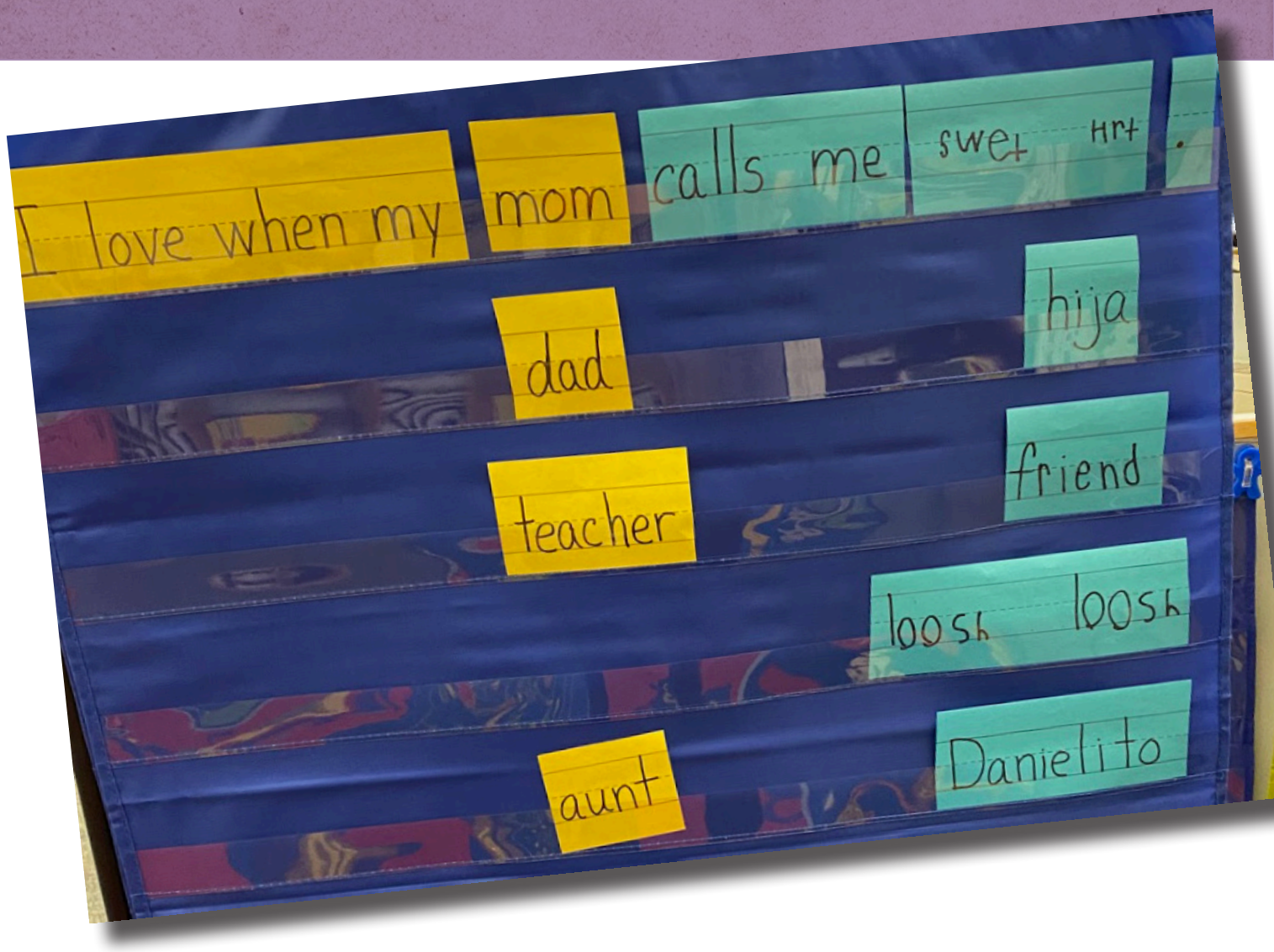


Group Share

Who wants to share? What's something special that someone in your family calls you? How do they say that? What does that mean? How does it make you feel?

Write these terms of endearment on chart paper for the students to see.

Those are a lot of different ways that we might show how we love someone, and in a lot of different languages! The author of Honey Baby Sugar Child *is a Black woman, and she uses Black language to express how much she loves her child. Did you know that there is more than one way to speak English? Black language is one of those ways! Some people might think that everyone should speak English in the exact same way, but just like all people are different, so are the ways that we might use English, and that's OK! And there are actually different ways to speak in every language!*



Learning American Sign Language

I'd like to teach you one more way that you can show love. As we've talked about before, some people might not use their voices or their ears to communicate because they are deaf or hard of hearing, so they may use their hands, using a language called sign language. When you are saying love about a person, this is how you say it in American Sign Language.

Cross arms diagonally across chest.

Let's try it together.

Say "love" and repeat the sign several times along with students.

Sometimes there are things that we love besides people. What's something else that you might love?

In American Sign Language, if you're saying love about a thing, you say it like this.

Kiss the back of your fist and move it down from your chin.

Let's try that one together!

Say "love" and repeat the sign several times along with students.

Center Directions

Today we're going to think more about the things that we love, and you are going to be able to share that in whatever language you would like. All of our languages are so important and special to us. Today we heard a book about love that was written in Black language, and we even learned a way to show our love using American Sign Language.

When we go back to our centers (or small groups) today, you are going to have the chance to think of something you love that your family says to you, and you are going to record it on video. And when everyone has had a chance to make a video of themselves, we will put them together into a movie and watch it together.

Students transition into small groups (if working with the entire class at the same time) or learning centers. (One center should be set up with this activity, and a teacher should be stationed there to guide discussion and record students' responses.) Having an extra adult in the classroom for assistance and support would be helpful during this time.

For students to record themselves, options include Flipgrid or Seesaw; the teacher can also use a tablet, digital camera, or phone to record students individually. If students will be recording themselves, they should have been previously exposed to using the technology prior to this lesson.

Center Time

Work with the students in small groups to discuss what they love that their families call them. Chart the students' responses, and then record each student sharing that information. While one student is recording, the other students can draw a picture of themselves and their family. Make copies of the books used earlier in the lesson and the chart with students' responses from the turn-and-talk discussion available for reference and support.

Just like we talked about before, we will be sharing what we love that our families call us. Remember, I shared that I loved when my [insert family member, e.g., mom] called me _____ (or that I call my [insert family member, e.g., mom] _____ to show how much I love them) ,and you shared something special that your family calls you with your partner when we did a turn-and-talk. What's something special that someone in your family calls you? How do they say that? What does that mean? How does it make you feel?

Engage in small-group discussion.

Our families all have different ways of showing how much they love us, and now we're going to take turns recording each of our friends. You are going to say, "I love when my _____ calls me _____ ." You can say this in whatever language you choose, and you can even use the sign language kiss-fist if you like! And while your friends are recording, you can draw a picture of you and your family.

Closure

Today we talked about some of the different ways that we can show love, and we know that we can use any language to show love because we also love **(use ASL kiss-fist)** *our languages! Later we'll be able to watch our movie and even share it with our families, whom we love* **(use ASL crossed arms).**

Assessment

Through videos recorded during the small group activity, students share expressions of love communicated in their families and how these expressions make them feel.

Through various discussions (i.e., introduction, partner work, closure), students identify words, phrases, or terms of endearment they love from their home languages.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts
SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

New Jersey Student Learning Standards for Social Studies
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Resources for Building Background

ASLMeredith. (2020, February 9). *How to sign about LOVE in American Sign Language*: *ASL vlog lesson* [Video]. YouTube. | www.youtube.com/watch?v=wB_QG3MM_zs

Baker-Bell, A. (2021, January 30). *Black language education*. Black Language Syllabus. | www.blacklanguagesyllabus.com/black-language-education.html

Muiru, K. (2021, January 30). *Black language in children's and YA lit*. Black Language Syllabus. | www.blacklanguagesyllabus.com/black-language-in-childrens--ya-lit.html

National Council of Teachers of English. (2021, September 11). *Entering the language wars*. National Council of Teachers of English. | ncte.org/blog/2021/09/entering-language-wars

Notes

The choice to use the term "Black language" is based on the linguistic-justice work of Dr. April Baker-Bell.

Excerpt from Chapter 1, "Black Language Is Good on Any MLK Boulevard," of *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*, by April Baker-Bell (NCTE-Routledge Research Series, 2020).

Extensions (Optional)

Activities

Students could write "I love when my _____ calls me _____" on their drawings as well.

The class movie could be screened for other classes. Students could write invitations in a variety of languages to invite other classes to join them for the screening. They could also prepare snacks from their home cultures to enjoy during the screening. Students can invite their families in to view the movie together or share it with them electronically.

Read-Alouds

Honey, I Love, by Eloise Greenfield is another book that uses Black language that can be added into the lesson or included as part of a second day of teaching.

A read-aloud of *Honey, I Love* can be found online at www.youtube.com/watch?v=kZGKOSv-Jqo (0:10-3:15).

In this story, called Honey, I Love, *the author tells us about lots of different things that she loves, including the way that her cousin speaks, just like we love the way that our families speak. This book is a poem, but it's also a pattern book, so I want you to listen carefully and tell me at the end if you notice something that the author says over and over.*

Play video.

What did you hear? What did the author say over and over again? ("Honey, let me tell you that I love…")

References

Duncan, A.F. (2015). *Honey Baby Sugar Child*. Simon & Schuster Books for Young Readers.
Sankofa Read Aloud. (2018, July 24). *Honey Baby Sugar Child* [Video]. YouTube. | www.youtube.com/watch?v=tcJ6lnPkEwY

UNIT ONE, LESSON FOUR

Our Words, Our Languages

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 1–2 days (45-minute sessions per day)

Lesson Overview

Students work on individually created books where each page requires the student to draw a specific picture (family, house, school, cat, etc.) and label it using their chosen language. The students read their books to one another. The books "live" in the classroom library where the students can engage with them throughout the year.

Content Objectives

Students will be able to compose informative texts in their chosen languages through the creation of "My Very Own…" books, where they will draw and label specific items.

Language Objectives

Students will be able to identify and discuss that there is more than one way to refer to a person, place, or object.

Essential Questions

- When and where do we use our languages?
- How do I use all of my languages and ways of speaking to share my ideas?

Instructional Resources and Materials

- *Marta! Big and Small,* by Jen Arena
- *"Marta! Big and Small"* read-aloud video | www.youtube.com/watch?v=S_bkNJRbXk4
- *"Marta! Big and Small"* read-aloud video | www.youtube.com/watch?v=6x601Vgqxoc
- Blank books for writing
- Writing utensils (pencils, markers, crayons, etc.)
- Word list (customized to each student's language)
- Preprinted words for those who may need them

Vocabulary/Conceptual Development

Family: A group of people who are related to or take care of one another.

Language: Words and signs that express thoughts and feelings.

Centering Student, Family, and Community Knowledge and Experiences

The lesson allows teachers to not only acknowledge and welcome the languages spoken by their students into the classroom, but also to demonstrate appreciation and respect for their students, their students' families, and their students' communities. The students have had the prior experience of asking their families about their language use, and that knowledge is incorporated into this lesson as well.

Potential Challenges

Students may believe that their language is the only language.

Teachers and students may believe that English is the only or best language that should be used in school.

Lesson Procedures

Introduction

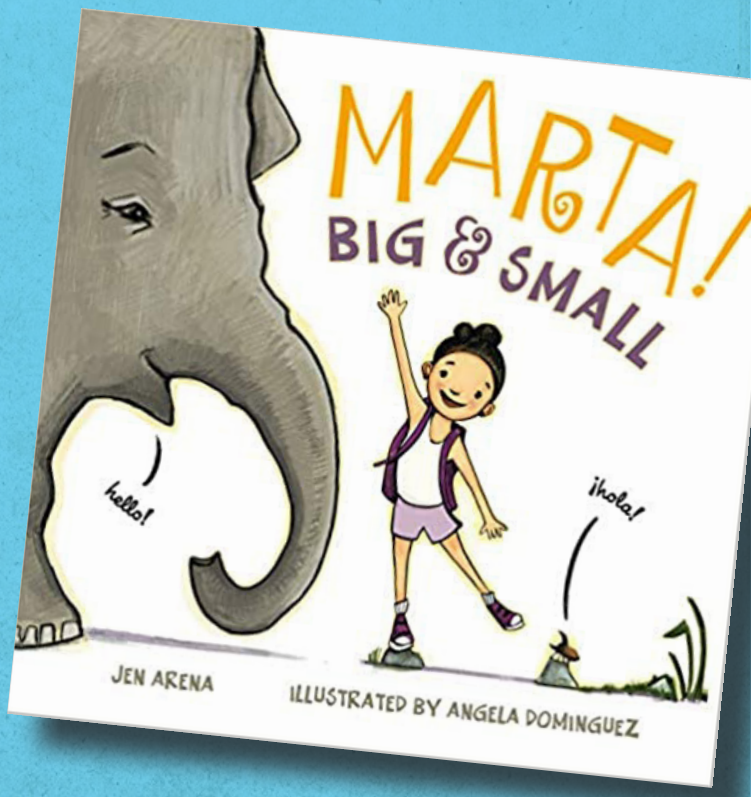
Introduce the book *Marta! Big and Small* by showing students the book and using the word "libro."

Today, I have a new libro to share with you.

Show the book to students.

What do you think the word "libro" might mean?

Confirm that "libro" means "book" in Spanish and that the words in English and Spanish are different but mean the same thing. Then ask what other ways they can say "libro" in different languages.



Think-Pair-Share

How did you figure out what the word "libro" meant? I'd like you to turn to a friend and tell them how you knew!

Provide language supports, as needed, in the form of sentence starters (i.e., "I knew what libro meant because _____ .").

Students may then share a few responses with the whole group.

Read-Aloud

When I'm reading this new libro, you may hear some other words that might be new to you. You can look at the pictures, listen to my voice, or watch my body to see if you can figure out the words that you don't already know.

Read aloud *Marta! Big and Small*, by Jen Arena, stopping on each Spanish word to use gestures or voice modulation to see if the students can figure out the meaning before moving on to the English translation. For example, when you read, "To a bug, Marta is grande," you could gesture wide to demonstrate what "grande" means.

What do you think "grande" means?

Point to each animal in the book as you say the animal's name. Ask the emerging bilingual students how they might say the animal's name in the language that they speak.

When the read-aloud is finished, ask students to turn and talk with their partner about a new word that they learned, and then they can share out with the whole group.

What languages did we hear in our new book? We can name the same things in Spanish and English. What other languages can we use to name things? Like in previous lessons, we can use American Sign Language to name things. This is how you say "book" in American Sign Language.

Put flat hands together and then open them.

Try it with me!

Say book and repeat the sign several times along with students.

This means that there are lots of different ways to say the same thing, and all of them are important!

Our new book will be in our classroom library so that you can read it whenever you like. And today, we are going to write our own books so that we can continue to learn about all of the different ways that we can name things. And then our books will be in our classroom library too!

Students transition back to seats (if working with the entire class at the same time) or small groups in learning centers. One center should be set up with the book activity, and a teacher should be stationed there to provide assistance. Groups should be intentional and based upon the students' strengths, needs, and/or linguistic backgrounds, as appropriately determined by the classroom teacher.

Book Writing

Provide additional support to students as needed, particularly if they are working in small groups, by having an additional adult present in the classroom during this activity.

Students begin writing their own books, using blank books and their choice of writing utensils (pencils, markers, crayons, etc.). The cover of the book should read, "My Words, by _____ ." Encourage students to write their name in the blank as the author and illustrator.

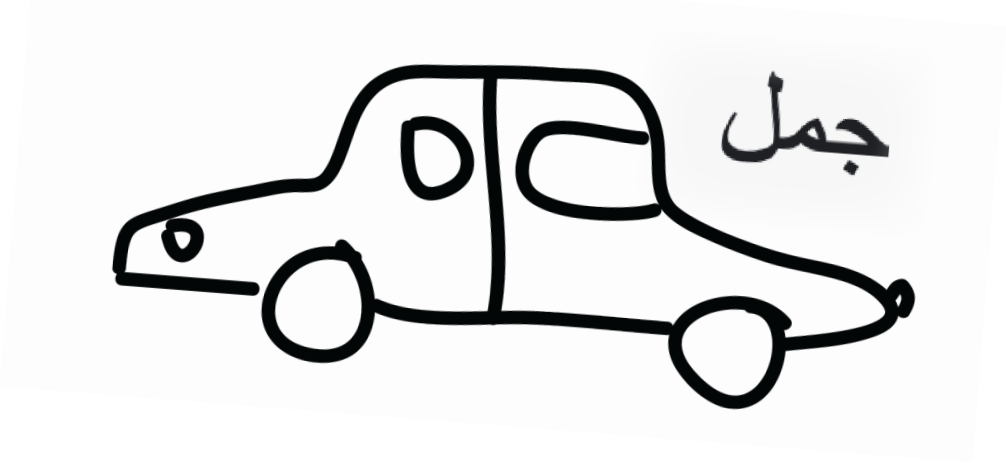
Today we will be writing our very own books in our very own languages, and when we are done, we will read our books to our friends and keep them in our classroom library! Let's start by reading the cover: "My Words, by." Hmm. Something is missing. What is missing?

So first, you need to write your name, since YOU are the author and illustrator of this book!

Word lists matched with pictures should be available for students to use as a reference (see examples on next page). Students work on individually created books where each page requires the student to draw specific pictures from the word lists and label them using their chosen language. Students write one word on each page and draw the accompanying picture.

On the first page, you are going to write the first word on your list, and when you are done writing that word, you get to draw a picture to match it. Your picture doesn't have to look like the picture on your list. You get to choose exactly how you want to draw it.

It's pretty exciting that there are so many different ways to name the same thing! There are so many languages, and each one is important and special! Do you know another way to say _____ ? How does it make you feel to write your book in your language? What other languages do you know? Can you read that word/your book to me/your friends?



Closure

Students will pair up and share their books with one another. Ask for a volunteer or two to share their books with the whole class. Remind the students that when their books are completed, they will be available in the library area for everyone to enjoy.

Ask the students about what they've learned. Provide language supports during discussion, as needed, in the form of sentence starters (i.e., "A new word that I learned today is _____ .").

What is a new word that you learned from one of your friends today? Who could you teach that new word to? Where/when could you use that new word? What was your favorite page in your book? What was your favorite page in your friends' books?

Assessment

Through the writing of their individual books, students demonstrate that there are different ways to represent objects and that all languages are encouraged, appreciated, and valued.

Through open-ended discussions, students demonstrate understanding of new words that they've learned, explain how they determined the meaning of those words, and share how they felt during the book writing and partner reading activities.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.7: Participate in shared research and writing projects.

Resources for Building Background

American Sign Language University. (n.d.). *American Sign Language: "book."* American Sign Language University. | www.lifeprint.com/asl101/pages-signs/b/book.htm

Extensions (Optional)

Read-Aloud

Dominguez, A. (2018). *How are you?/¿Cómo estás?* Henry Holt and Co.

Activity

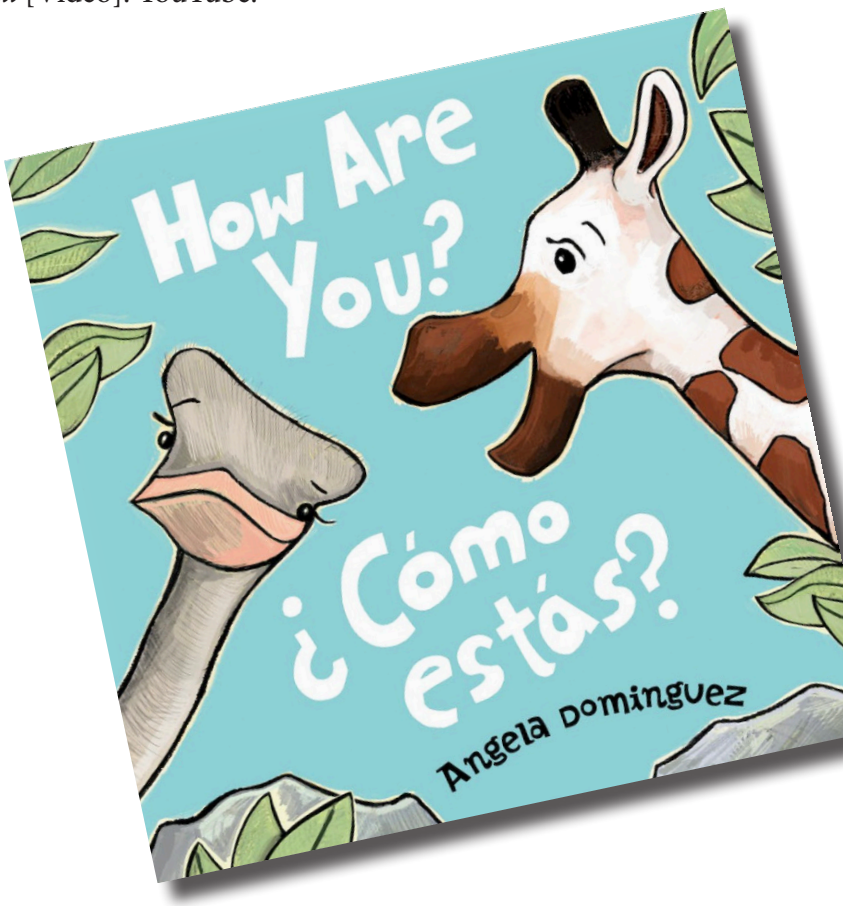
If there are additional blank pages at the end of the books, students can continue to add words to their books throughout the school year. Students can also share their books with other classes. They can also be encouraged to "check out" the books from the classroom library to take them home and teach their families new words as well.

References

Arena, J. (2016). *Marta! Big and small*. Roaring Brook Press.

Books & Brunch with Mrs. Bri. (2020, November 10). *Marta! Big and small* [Video]. YouTube. | www.youtube.com/watch?v=S_bkNJRbXk4

Lisa Beth Kovetz. (2018, April 20). *Marta! Big and small* [Video]. YouTube. | www.youtube.com/watch?v=6x601Vgqxoc



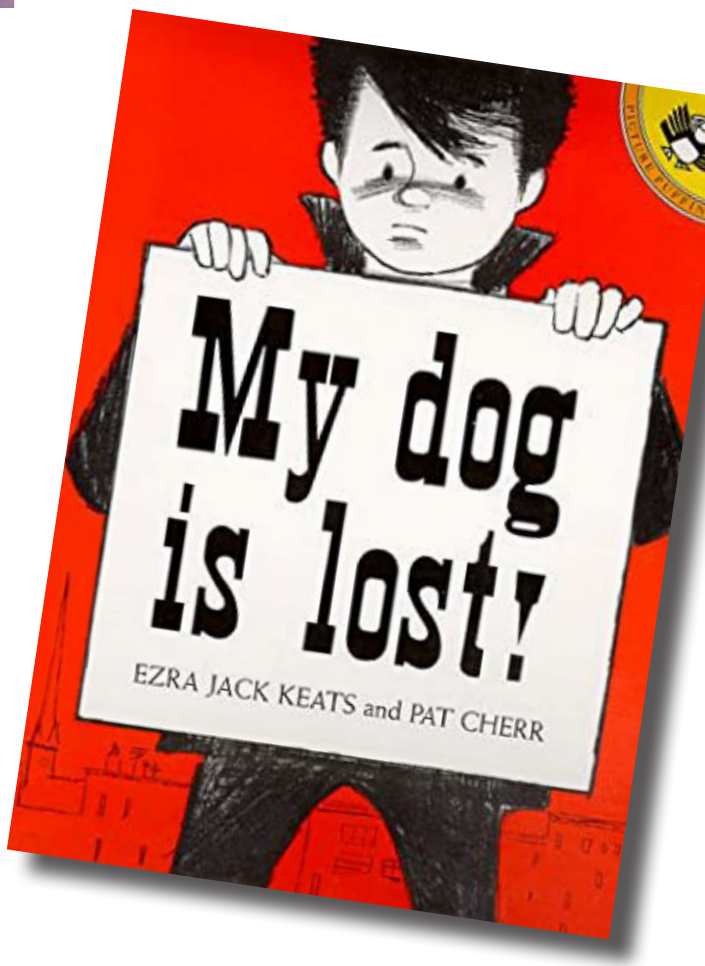
UNIT ONE, LESSON FIVE

My Language Strategies

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (45-minute session)



Lesson Overview

Students reflect on and discuss how to use all of their linguistic resources in order to communicate. The teacher and students read and discuss the character's linguistic strategies in *My Dog Is Lost!,* by Ezra Jack Keats and Pat Cherr. Students utilize a variety of strategies to describe an object similar to the character in the book.

Content Objectives

Students will be able to use words and phrases acquired through conversation, reading, being read to, and responding to texts.

Language Objectives

Students will be able to do the following:

- Identify examples of multiple varieties of language and linguistic resources and strategies used in a read-aloud;
- Describe items using multiple linguistic strategies, sentence frames, and teacher modeling.

Essential Questions

- How do we communicate?
- What languages do I speak and do we speak in our community?
- How do I use all of my languages and ways of speaking to share my ideas?

Instructional Resources and Materials

- "Rags the Dog" video | www.youtube.com/watch?v=bKxdMnjH8RI
- *My Dog Is Lost!*, by Ezra Jack Keats and Pat Cherr (out of print) | www.youtube.com/watch?v=f3tT8l9Zzrk
- Chart paper
- Markers
- Items to "lose" (teddy bear, keys, backpack, etc.)

Vocabulary/Conceptual Development

Lost and found: A place that collects lost objects.

Centering Student, Family, and Community Knowledge and Experiences

When discussing the book, students share their linguistic resources with the class. Students' repertoire of language strategies will be valued and amplified. Students share their experiences of visiting places in their community and what languages are spoken there.

Potential Challenges

Teachers and students may have been told and/or may believe that there is only one language permitted to be spoken in a school setting, and because of this, students also often may not yet feel comfortable using all of their languages and methods of communication while in a school setting. This lesson challenges that misconception.

Lesson Procedures

Introduction

Pretend to lose something important (pen, glasses, computer).

Oh no! My_____ is/are lost. I can't find my_____ ! Where is/are my_____ ?
Can you help me find my_____ ?

Use a variety of linguistic strategies to describe the object, such as using languages besides English, translanguaging, holding up a picture of the object, pointing to other objects to show the color, and/or using gestures to show size or shape.

Search for the missing _____ along with students until the object is found.

Thank you for helping me find my _____ ! What language strategies did I use to describe my _____ ? For example, did I show a picture? I want you to think of a strategy that I used. When you are ready to share, give me a thumbs up so that I know you are ready.

Write the list of strategies on chart paper as students offer up their responses. Students can respond verbally or with gestures.

Movement Break

We are going to read a book about a missing dog. Before we read the book, let's take a brain break! This video will help us learn some different ways to describe dogs.

Watch Jack Hartmann's "Rags the Dog" video, which uses motions to introduce the students to different types of features that dogs can have (e.g., tummy sags, ears flip-flop, tail wigwags, walks zigzag) while they are getting a movement break.

It felt good to get some exercise and have fun! Who can demonstrate for me how Jack Hartmann demonstrated "ears flip-flop"? Or "tail wigwags"?

Read-Aloud

We are now going to read a book about a boy whose dog is lost. The title of the book is My Dog Is Lost! *Let's take a look at Juanito's face. How do you think he is feeling? I want you to give me a thumbs up when you are ready with your answer.*

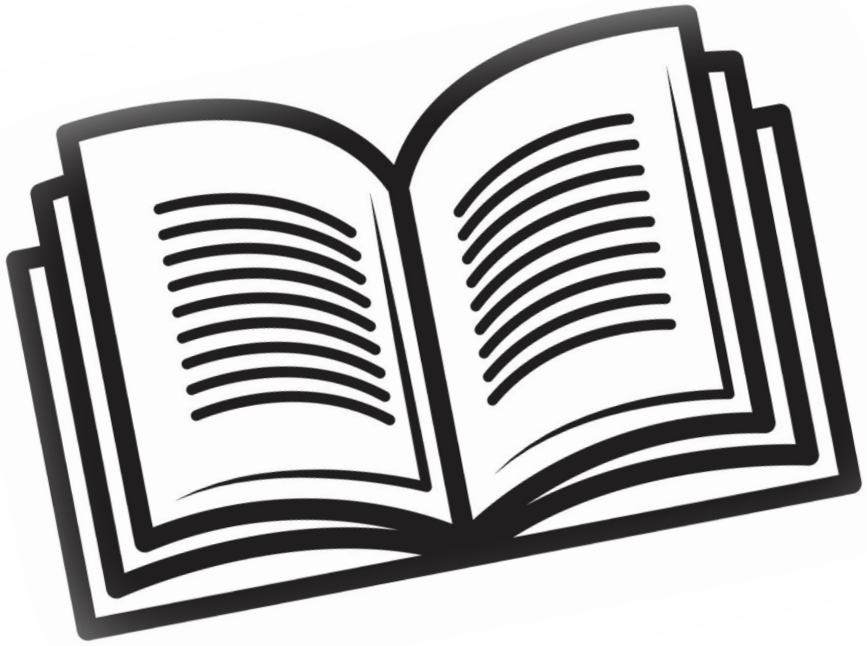
Now here is the sentence frame to help you with your share. "I can see that Juanito feels _____ because _____ ." Let's practice this together. Now turn to your partner and share your idea using the sentence frame.

Call on a few students to share.

When I look at his face, I can see that Juanito feels sad because he isn't smiling. Juanito has just moved to New York City from Puerto Rico.
Juanito speaks Spanish. Does that mean Juanito isn't smart? (NO!) Right! English is not the best, the only, or the most important language! We are smart in all of our languages!

Let's read to find out what happens to Juanito and his dog.

Read the book aloud or use a video read-aloud.



Share Out

Discuss the book with the students, using turn and talk.

Why is Juanito frightened when looking for his dog?

A possible student response may be the following: "He is scared that something bad may have happened to his dog."

Why do you think he feels like he is going to cry? Students may say, "He feels sad because his dog is missing."

(Note for the teacher: "Miserable" is used as an insult in Spanish. Explain shades of meaning in English and false cognates as needed.)

How do you think Juanito felt when he saw the sign "Aquí Se Habla Español" and realized that someone spoke Spanish?

Possible student responses may include the following: "happy, relieved, excited," etc.

How does Juanito communicate with his new friends about his dog?

Possible student responses may include the following: "words, gestures, and pictures."

Why do you think Billy said that he wished he spoke Spanish?

Possible student responses may include the following:
"So he could communicate with Juanito."
"So they could find the dog together."
"It's fun to learn new languages, etc."

He didn't say that he wished that Juanito spoke English. That's important because we know that English isn't the most important language or better than other languages.

Write down students' responses on chart paper.

Closure

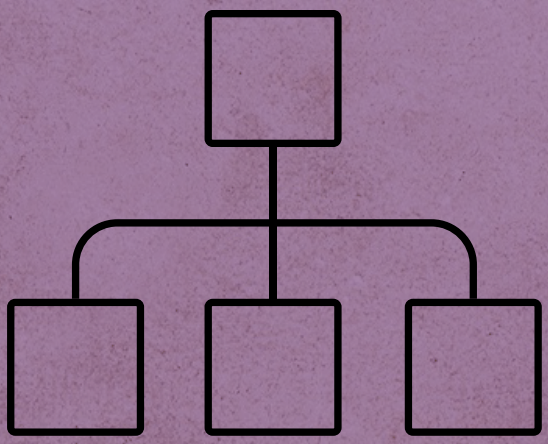
Now we are going to try to describe an object just like Juanito did! We are going to use some of the strategies we talked about when we made our chart.

Show chart.

What were some of the strategies that we used to find my _____ ? What were some of the strategies that Juanito used to find his dog?

Students take turns describing an object using linguistic strategies, such as using languages besides English, translanguaging, holding up a picture of the object, pointing to other objects to show the color, and/or using gestures to show size or shape.

We have so many different ways that we can communicate, and all of them help us!



Assessment

In response to the book and through discussion, students will identify linguistic strategies (e.g., translanguaging, nonverbal gestures, English, English varieties, etc.) for communicating about objects.

Students will use the strategies to find a lost object through communicating with classmates and the teacher.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts
RL.K.2: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Resources for Building Background

Celic, C. & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB guide for educators*. CUNY-NYSIEB. | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

España, C. & Herrera, L.Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

Gonzalez, V. (2019, March 27). *QSSSA: More than turn & talk*. Seidlitz Education: Giving the Gift of Academic Language. | seidlitzblog.org/2019/03/27/qsssa-more-than-turn-talk

Extensions (Optional)

Read-Alouds

- Nemeth, K. & Manzano, D.J. (2014). *New words, new friends*. Language Castle Press.
- Raschka, C. (2007). *Yo! Yes?* Scholastic Inc.

Activities

The teacher can show students where the school's lost and found is located and practice looking for and finding lost objects.

After the final lesson is complete in the unit and the students understand the letter writing process, the teacher and students can write a letter to the publisher of *My Dog Is Lost!,* asking them to start printing the book again since it is out of print.

References

Jack Hartmann Kids' Music Channel. (2020, May 28). *Rags the dog | Brain breaks | Jack Hartmann | Dog song* [Video]. YouTube. | www.youtube.com/watch?v=bKxdMnjH8RI

Keats, E.J. & Cherr, P. (1960). *My dog is lost!* Viking.

UNIT ONE, LESSON SIX

My Entire Linguistic Repertoire

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

Students learn that the act of engaging all of their languages for learning and communicating with others is called translanguaging. After reading the book *Say Hello!*, by Rachel Isadora, students reflect on where they use all of their languages and complete a language biography.

Content Objectives

Students will be able to do the following:

- Name all the languages that they use at home, at school, and in their community to understand the world around them to show that they are multilingual.
- Create a language biography to celebrate all the languages they use via translanguaging.

Language Objectives

Students will be able to do the following:

- Inform their classmates and others about their language uses at home, in school, and in the larger community.
- Create a language biography showcasing their interactions and uses with language(s) at home, in school, and in their community.

Essential Questions

- How do we communicate?
- How is language part of my cultural and community history?
- How do I use all of my languages and ways of speaking to share my ideas?

Instructional Resources and Materials

- *Say Hello!,* by Rachel Isadora
- "The Benefits of Being Bilingual" TEDx video | www.youtube.com/watch?v=eAqVR4JQITc
- Sentence strips preprinted with sentence frames from language biography and pictures to accompany them (house, school, etc.)
- Language biography template (digital or print, see end of lesson)
- Pencils/crayons (writing materials)

Vocabulary/Conceptual Development

Multilingual: Describes a person who can speak more than one language.
Translanguaging: When a multilingual person uses all of their languages to communicate.

Centering Student, Family, and Community Knowledge and Experiences

This lesson focuses specifically on students' personal experiences with language and identity in school, at home, and in their communities. Students have the opportunity to use translanguaging to engage all of their languages.

Potential Challenges

Students and teachers may not believe that all language practices—including their own—are important communicative tools, provide membership into a community of speakers, and can be used in different ways and settings for different purposes.

Lesson Procedures

Introduction

Prepare to introduce what multilingualism is by reminding students of the book they read during the last lesson.

Yesterday we read a book about Juanito and his dog. In the book, Juanito only spoke Spanish, and the other children only spoke English. But sometimes, people are multilingual, which means that they can speak more than one language. Let's say that word together. We have been learning so many different languages, so we are all multilingual!

People who are multilingual sometimes switch between the different languages that they know. That's really great, and that's a superpower called "translanguaging"! Let's say that word together. Sometimes I translanguage when I'm talking to or playing with a friend who shares my languages.

Provide an example of what this might look like via role-play or sharing the video "The Benefits of Being Bilingual."

What is a way that you might use translanguaging? Turn to a partner and tell them about where you use your languages. What languages do you speak at home? In school? In your community?

Share out a few responses and/or create a chart with responses.

"The Benefits of Being Bilingual" video

Read-Aloud

Today we are going to read a book about a girl who visits many places in her town, and she uses all of her languages to communicate with the people that she meets in her community.

Read *Say Hello!*, by Rachel Isadora, aloud or use the read-aloud.

What languages did Carmelita speak? Why did she translanguage? Why did she switch the language that she was speaking?

Possible student responses may include the following:
"It helped her to communicate with people."
"Not everyone speaks the same language, etc."

How do you think it made the people feel to hear Carmelita speaking in their language?

Language Biography

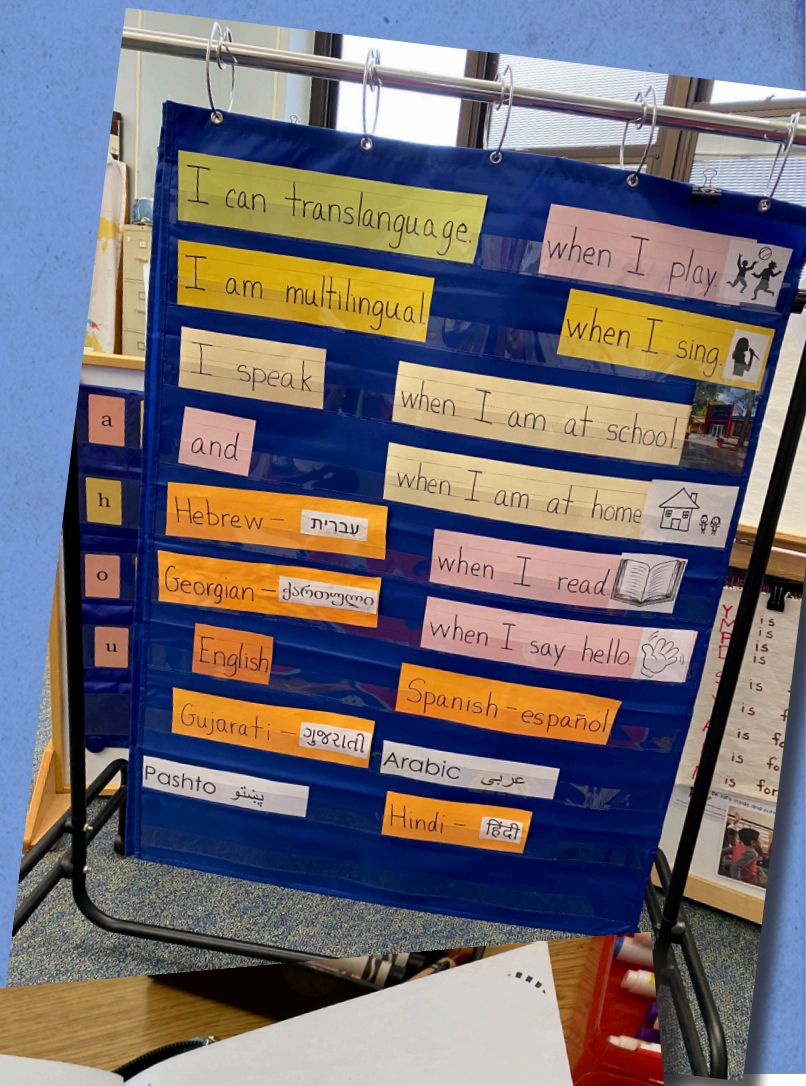
Today we are going to explore ALL of our languages and the places where we use them. We are going to write about where we use our languages in our community and who we use our languages with.

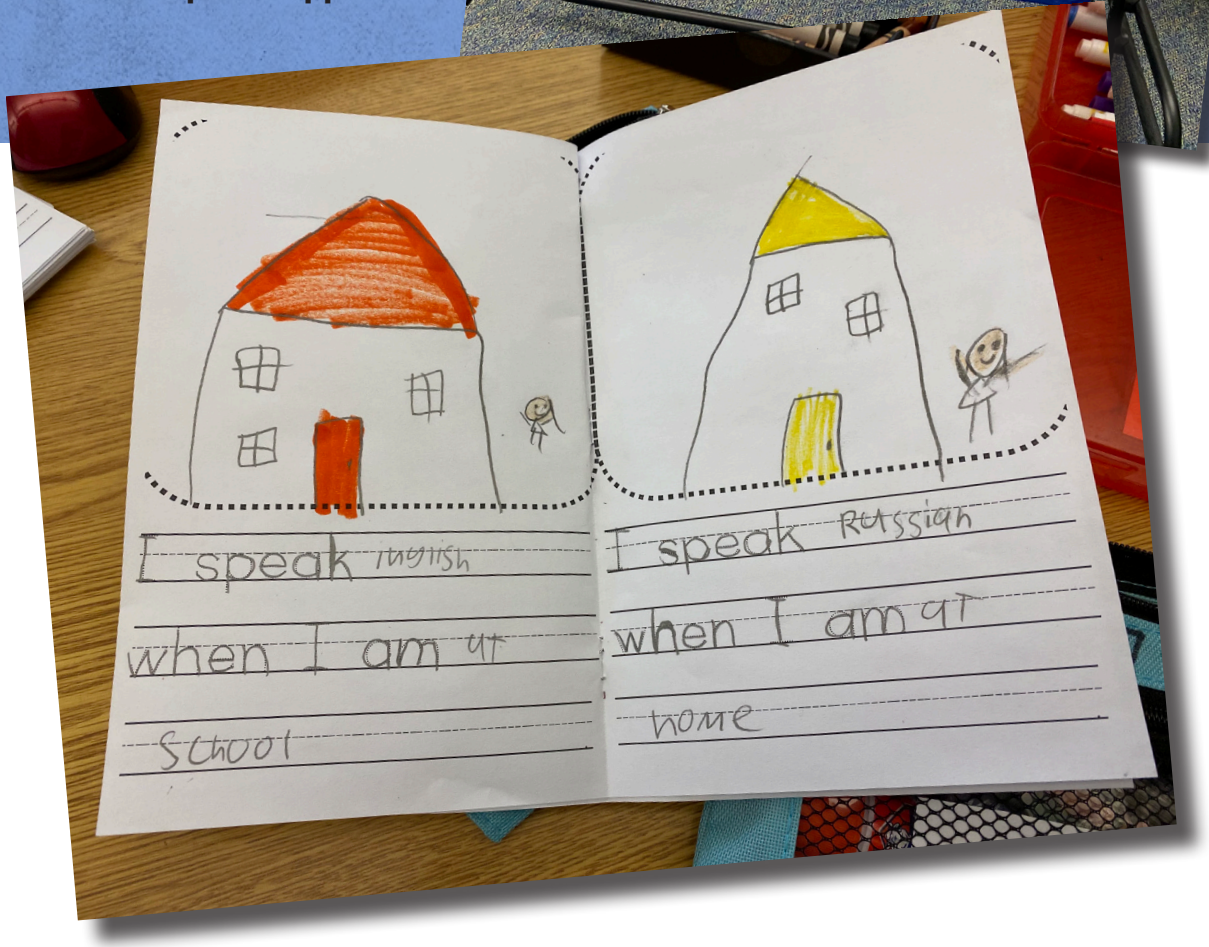
I have some sentence strips here that will help us write our own books. Let's read them together and see if we can make our own sentences.

Students take turns reading each of the sentence strips and verbally adding their own languages and experiences.

Now we're going to write our own books about where we use our languages.

Students complete language biographies using the template and sentence strips as supports when needed.





The End

Languages In My Life

Name

© Jennifer Guzio

I speak

when I am with

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I speak

when I am with

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I speak

when I am

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I speak

when I am

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I speak

when I am with

my friends.

I speak

when I am with

my family.

I speak

when I am at

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I speak

when I am at

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I speak

when I am at

home.

I speak

when I am at

school.

Closure

Students share their completed biographies with one another.

Encourage students to make connections with similar language practices across community spaces and languages.

Today we learned about where and how we use all of our languages. What are some of the places where we use translanguaging? Who are some of the people that we translanguage with? Translanguaging is a superpower, and we are all super powerful!

Assessment

Through discussions and completion of the language biography, students identify how, when, and where they use their languages.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for English Language Arts
W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

New Jersey Student Learning Standards for Social Studies
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Resources for Building Background

Celic, C. & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB guide for educators*. CUNY-NYSIEB. | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

España, C. & Herrera, L.Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

Extensions (Optional)

Display language biographies in the classroom or class library.

Chart language uses and places via names on a community/school map. Support connections and similarities across language groups. Count and graph languages and activities across grade/class. Take a community walk as a field trip or with families to look for language uses.

Notes (Optional)

Reflective questions for consideration when planning future lessons:

- How does this lesson support and sustain a multilingual identity in young learners?
- How does the lesson support the belief that using more than one language throughout the learning process is beneficial?
- How will we welcome new languages and new students and socialize them into our shared belief on language?

References

Isadora, R. (2010). *Say hello!* G.P. Putnam's Sons Books for Young Readers.
TEDx Talks. (2019, June 5). *The benefits of being bilingual | Bella Lawson & Jose Sabedra* | TEDxKids@ElCajon [Video]. YouTube. | www.youtube.com/watch?v=eAqVR4JQITc

UNIT ONE, LESSON SEVEN

Surveying the School Community

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

The teacher and students brainstorm questions for school staff, community members, and families and then conduct interviews with them. The interviews, conducted in person or virtually, will inform the class about their linguistic community.

Content Objectives

Students will be able to do the following:

- Ask and answer questions in order to gather information.
- Gather information from provided sources to answer a question.

Language Objectives

Students will be able to ask and answer interview questions using English or another language of their choice.

Image source: Wikimedia Commons

Essential Questions

- How is language part of my cultural and community history?
- How can I respect and learn from other people's languages and identities?

Instructional Resources and Materials

- Echo microphones
- Chart paper
- Chart markers

Vocabulary/Conceptual Development

Interview: To ask a person questions to get information.

Centering Student, Family, and Community Knowledge and Experiences

When creating the interview questions, students reflect on their own linguistic communities. The interview questions will gather the myriad ways that students, staff, community members and/or families use language in a variety of places and spaces in their lives.

Potential Challenges

Students will learn more about members of their school community's linguistic repertoires. This lesson will challenge the misconception that other members of the school community speak the same language as students do. Teachers must ensure that diverse members of the school community are included in the interviews.

Lesson Procedures

Introduction

Explain to students that today the class will be talking about the power of speaking more than one language.

For our share today, we are going to talk more about our language superpowers! A language superpower is when you can speak or understand more than one language. We all have learned new words in many languages, so we all have language superpowers! Think about what you would like to share about your language superpowers, and then you are going to share with a friend. Here is our sentence frame: "My name is _____ , and my superpower is _____ ." We will take turns. I will go first. My name is _____ , and my superpower is being able to speak Spanish with my friends in school!

Students turn and talk to peers. Choose a few students to share out.

Thank you for sharing your superpowers! We are going to look at some pictures of some members of our school community. They have language superpowers just like you!

Show pictures of staff members who are multilingual in order to pique students' interest. Ask what the students know about these staff members.

Image source: Wikimedia Commons

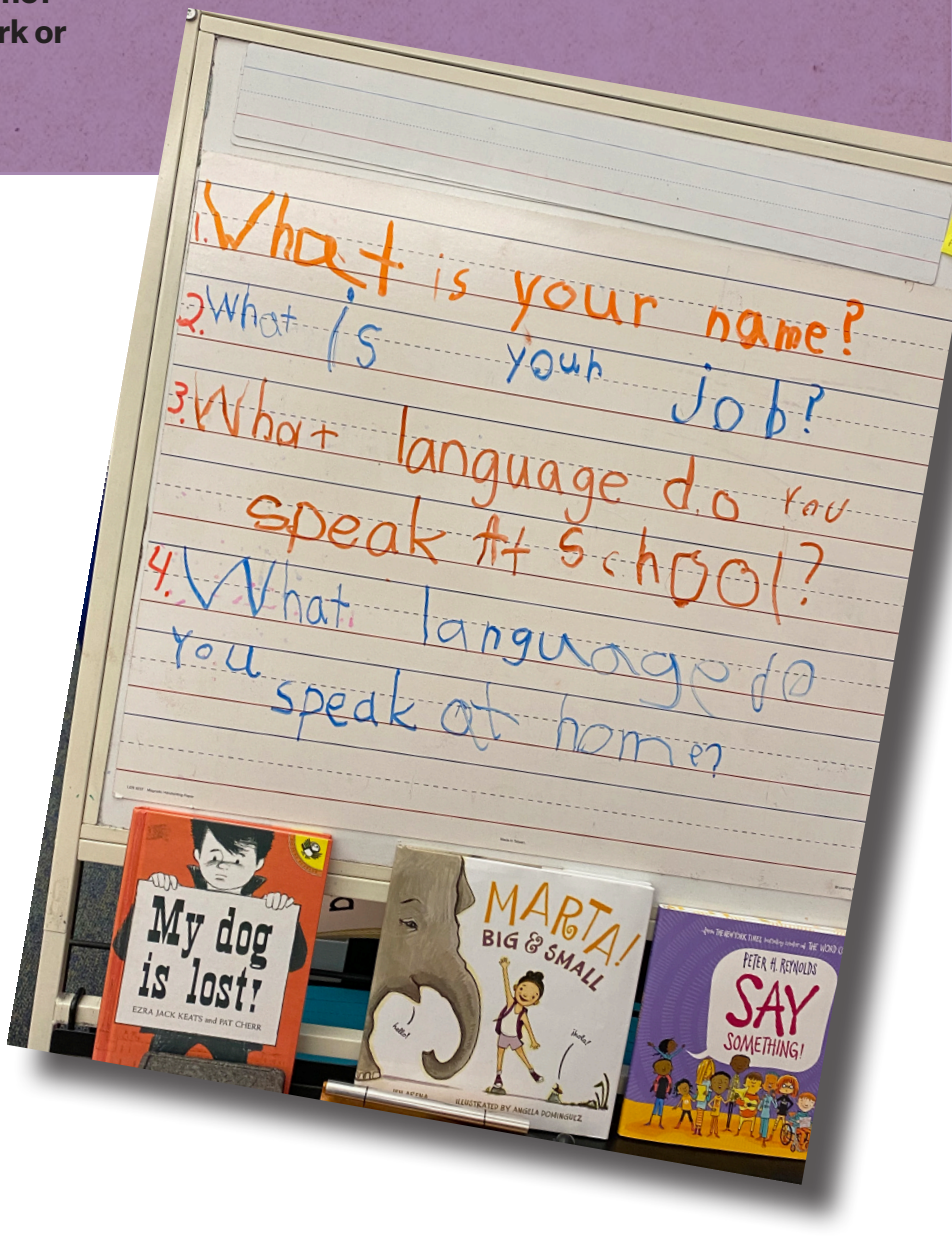
Generating Interview Questions

Do you know what it means to interview? When we interview someone, we ask questions to get to know them better. For example, if I want to make a new friend, I can ask, "What's your name?" or "Do you like to play with Legos?" If we want to find out more about people in our school community and what languages they speak, what questions could we ask?

As the students brainstorm questions, write them down on chart paper.

Make sure the following questions are included:

- **What is your name?**
- **What is your job?**
- **What languages do you speak at home?**
- **What languages do you speak at work or school?**



Interview Practice

We have some excellent questions. Before we interview the people who work in our school, let's practice asking and answering the questions here with a partner. We are going to use the Echo mics to practice. Each of you will have an Echo mic to use. I'm going to model how to use the Echo mic to interview a friend. You can interview in English or another language of your choice.

Model interviewing a student volunteer using the questions on the chart paper.

Now you will partner with a classmate and practice asking and answering the questions that we thought of together.

Students interview one another. Circulate throughout the classroom to offer feedback and guidance.

Now that we have practiced in our classroom, we are going to interview members of our school community. We will also interview some other members of our community through video.

Interviews

Invite staff members, community members, or families to the classroom, in person or virtually, for an interview, or visit the staff members throughout the building. Have students take turns interviewing the staff members.

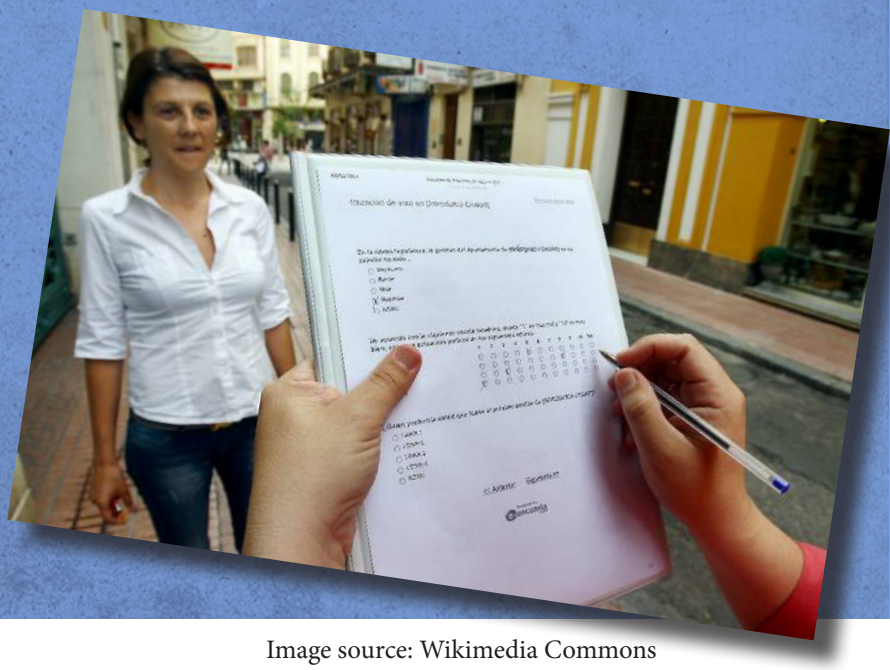


Image source: Wikimedia Commons

Analyzing the Data

We learned a lot of information about our community today. Let's take a look at how many languages our community members speak. What languages did we find?

Write on chart paper a list of the languages spoken by the school community members, and use tally marks to note how many people speak each language.

What do you notice? How many languages did we find? Which language is spoken by the most people in our school? What other languages are spoken by a lot of people?

Closure

Today we learned that one of our superpowers is being able to speak more than one language, and we used our interviewing skills to find out that lots of people in our school have those superpowers too! Turn to the friend on your right and ask, "How do you say 'goodbye' in your home?" We will take turns asking each other until everyone has had a turn. Let's learn some new ways to say "goodbye."

Go around the circle and have each child ask the child next to them.

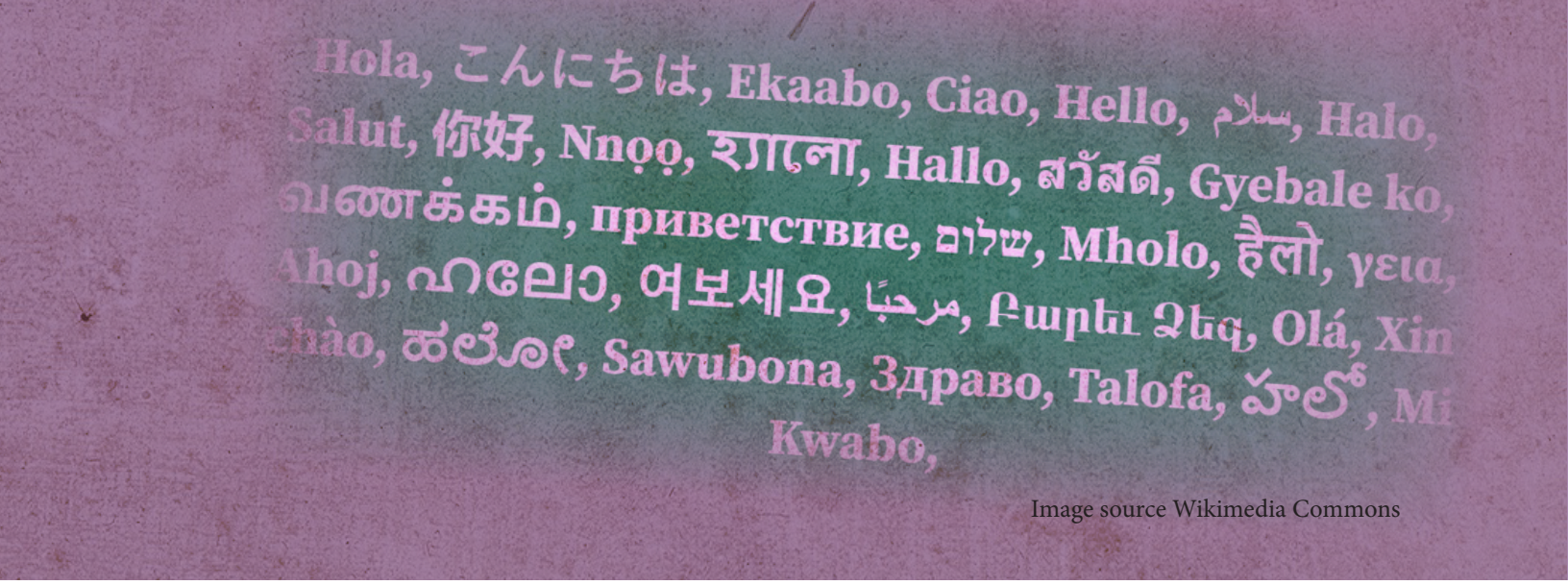


Image source Wikimedia Commons

Assessment

Through discussion, students generate interview questions.

Through interviews, students ask and answer questions of peers and community members

Through analysis of data, students answer questions about the languages spoken by people in their community.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for English Language Arts
W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Resources for Building Background

Celic, C. & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB guide for educators*. CUNY-NYSIEB. | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

España, C. & Herrera, L.Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

Extensions (Optional)

The class could pair with another class and practice asking and answering questions to learn more about each other.

An administrator or administrative assistant could run a report listing students' languages in the whole school, and this could be used to create a large graph.

UNIT ONE, LESSON EIGHT

Linguistic Landscape Action Project

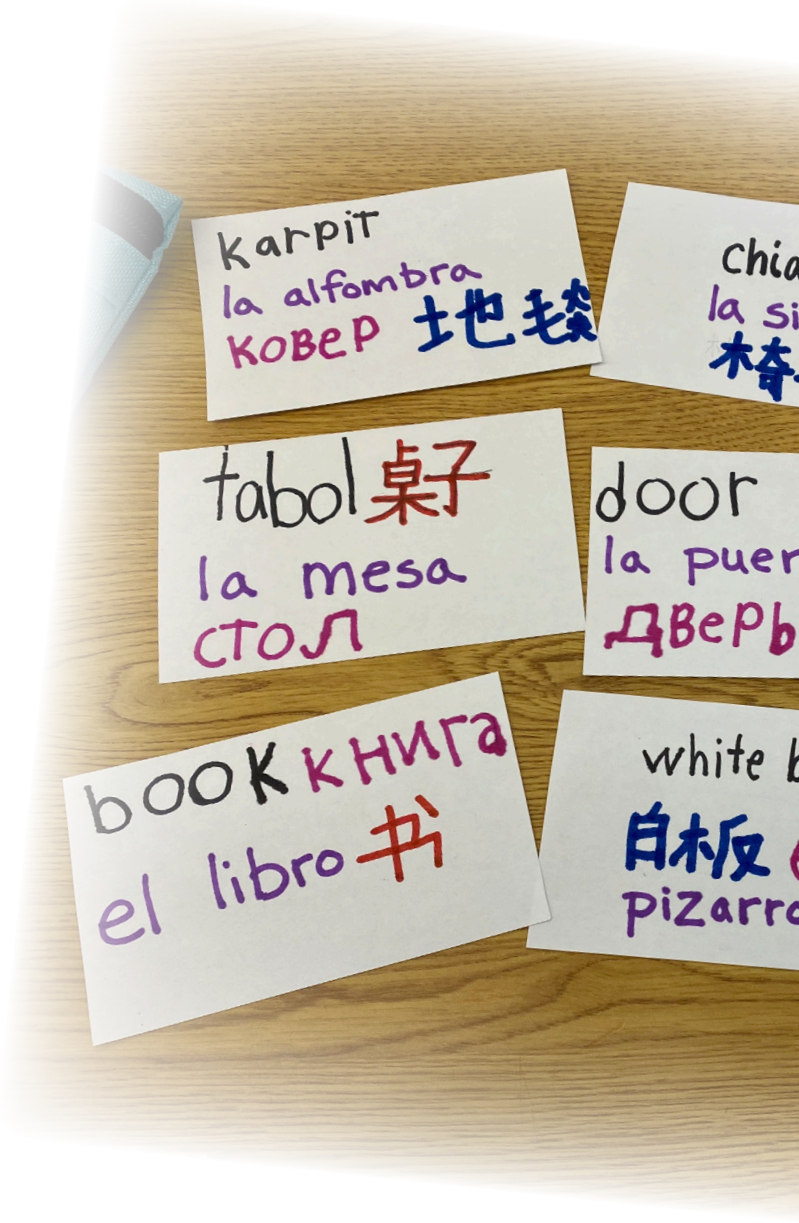
Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

The teacher and students read *Mango, Abuela, and Me,* by Meg Medina. Using the data gathered in Lesson 1, students create a multilingual landscape of their classroom, labeling classroom items in languages representing their community in order to create an inclusive classroom environment that celebrates, affirms, and sustains their linguistic identities.



Content Objectives

Students will be able to list and label items and places throughout the classroom.

Language Objectives

Students will be able to do the following:

- Identify classroom items as they conduct a linguistic landscape.
- Identify named languages from Lesson 1.

Essential Questions

- What languages do I speak and do we speak in our community?
- How can we create spaces that welcome all of our languages?
- How can I respect and learn from other people's languages and identities?

Instructional Resources and Materials

- *Mango, Abuela, and Me,* by Meg Medina
- *"Mango Abuela and Me* read-aloud" video | www.youtube.com/watch?v=JI1rwooKN0A
- Language chart from Lesson 1
- Chart paper
- Images of "labeled classrooms" around the world
- Crayons/markers
- Index cards (If possible before the lesson, have families help to create the multilingual lists and/or labels.)
- Adhesive
- Lamination machine (optional for labels)

Vocabulary/Conceptual Development

Label/Word card: A piece of paper with a word that describes an object.

Centering Student, Family, and Community Knowledge and Experiences

Parents may help to create the multilingual lists and labels of common classroom and school items. Additionally, the interviews conducted in the prior lesson will capture the languages used in the community while the language chart from Lesson 1 centers the languages spoken by the students in the classroom. The lesson disrupts a focus on English only and supports students to take action in creating a safe, translanguage-rich space for their peers and community.

Potential Challenges

Teachers and students may believe that standard English is the language for school activities and assessments. By creating a multilingual linguistic landscape in the classroom and school, this lesson disrupts that idea by intentionally encouraging translanguaging.

Lesson Procedures

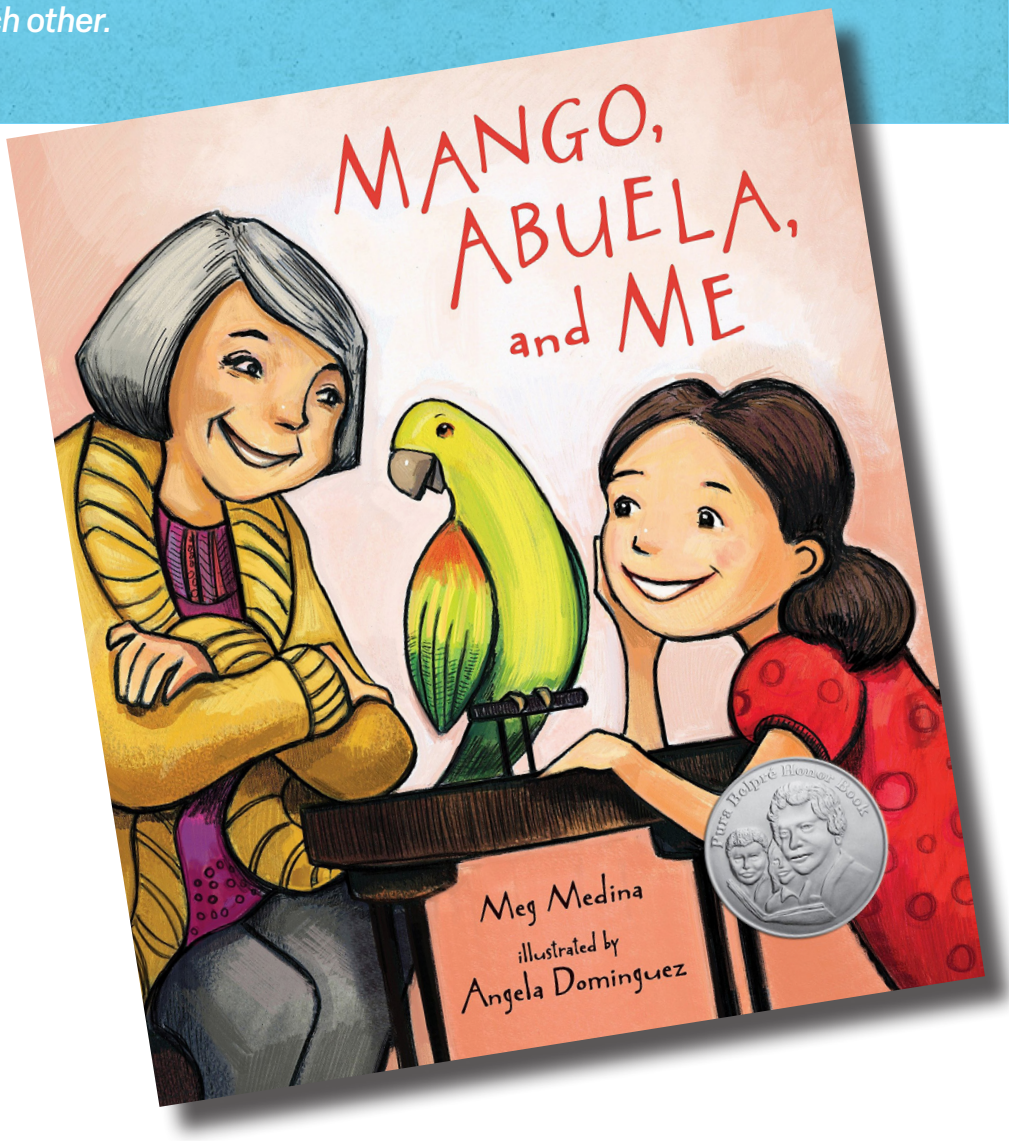
Introduction

Introduce the book *Mango, Abuela, and Me*.

Today we're going to read a wonderful book about a little girl and her grandmother. In this book, the grandmother speaks Spanish and the little girl speaks English. How do you think they will communicate?

Possible student responses may include the following: "pictures, gestures," etc.

Let's listen to hear how they help each other.



Read-Aloud

Read *Mango, Abuela, and Me*, pointing and drawing attention to the main characters and the languages they use.

How did the grandmother and the little girl help each other?

Possible student responses may include the following: "word cards, teaching new words," etc.

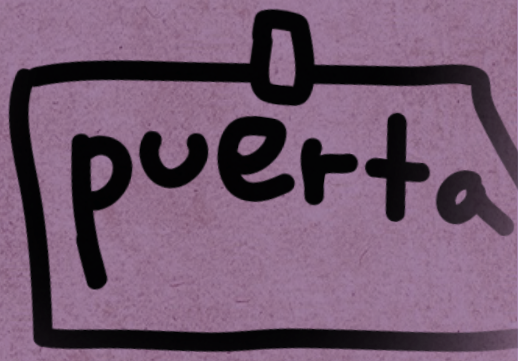
Reread the story again at this point if needed.

Let's look carefully at this page where the grandmother and the little girl make "word cards."

Point at the cards and objects.

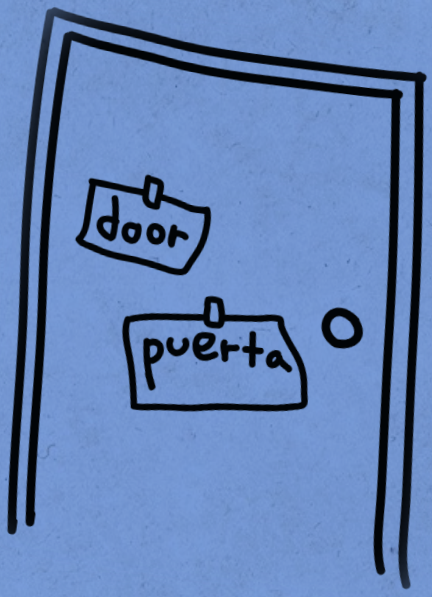
See here is the lamp, the table, and the vase. What do you think a "word card" is? A "word card" is a "piece of paper with a word that describes an object." Another word for that is a "label." Why do you think the little girl put word cards or labels on all of these things in her house?

Possible student responses may include the following: "To help Abuela learn English," and "To help the little girl and Abuela communicate with each other," etc.



Labeling Activity

Sometimes classrooms have word cards or labels too. Have you noticed any labels in our classroom?



Point out labels on items in the classroom.

Why do you think we have labels in our classroom?

Possible student responses may include the following: "Learning how to read," "to know how to spell words," and "to know where things go or what things are," etc.

Show images of classrooms with multilingual labeling.

Some classrooms even have labels in more than one language. Why do you think this might be important?

Possible student responses may include the following: "To help students learn new words" and "for all students to feel included," etc.

Let's look at our language chart to remind us of all of the languages that we speak in our classroom.

Refer to the language chart from Lesson 1.

How would it make you feel to see your language in our classroom? How might it help us?
I think we should make labels for our classroom in all of our languages because ALL languages are important and ALL languages are welcome in school!

Let's give it a try.

Here's a card. It says the word "door" in English. Where do you think that might go? Who can hang this word card for me? And here's one that says "puerta." Does anyone know what that means? Puerta is how we say "door" in Spanish.

Choose a student to hang this label.

Now we have it labeled in English and Spanish, so we will know how to say and spell that word in two ways! What other languages do we need to add? Let's look at our chart.

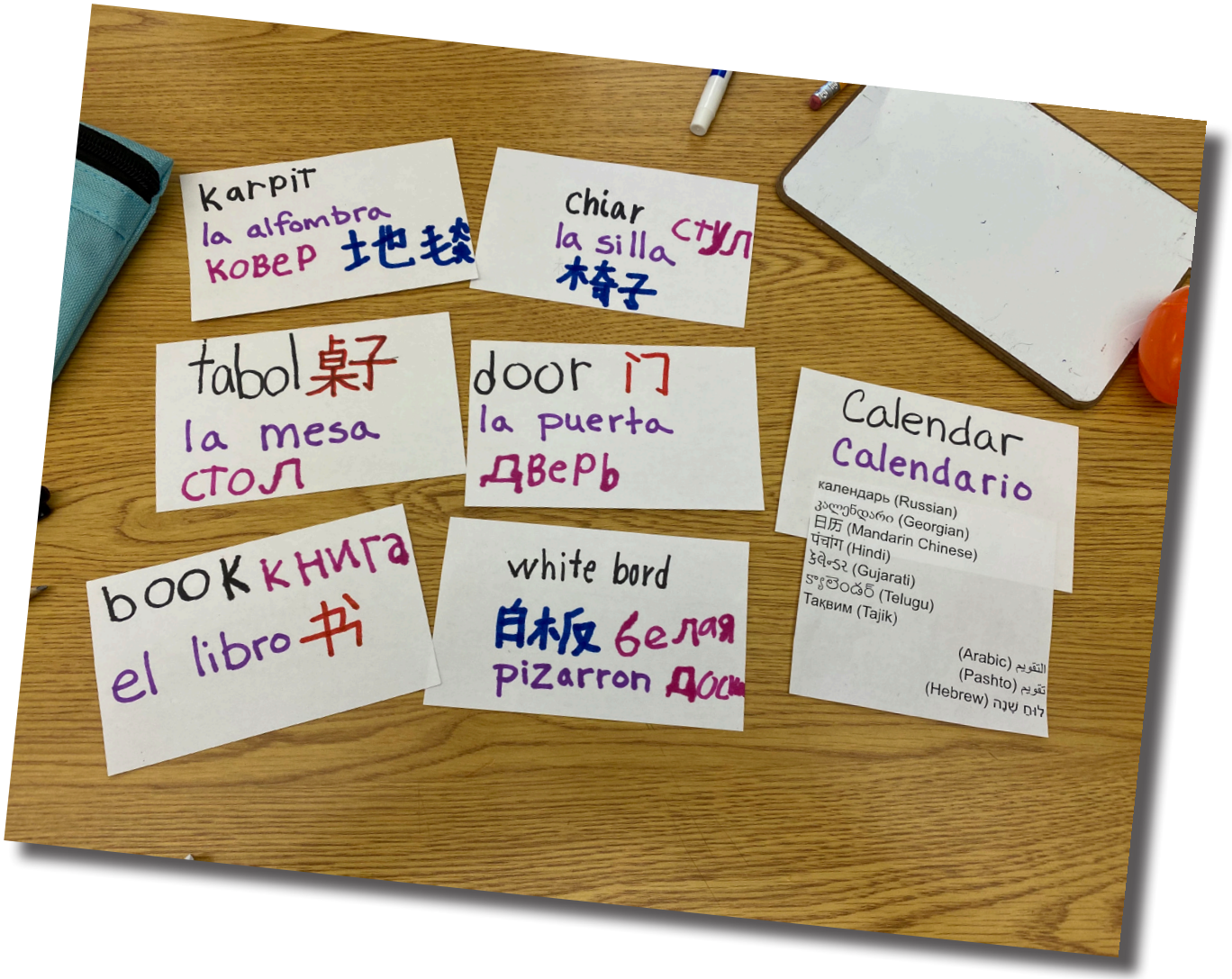
Show the students a few pre-created labels. Make sure all the languages spoken in class are represented. Read the labels and have the students affix them where they should be placed.

What other items in our classroom do you think we should label?

Possible student responses may include the following: "clock, table, board, paper, crayons, blocks, window, bathroom, cubbies," etc.

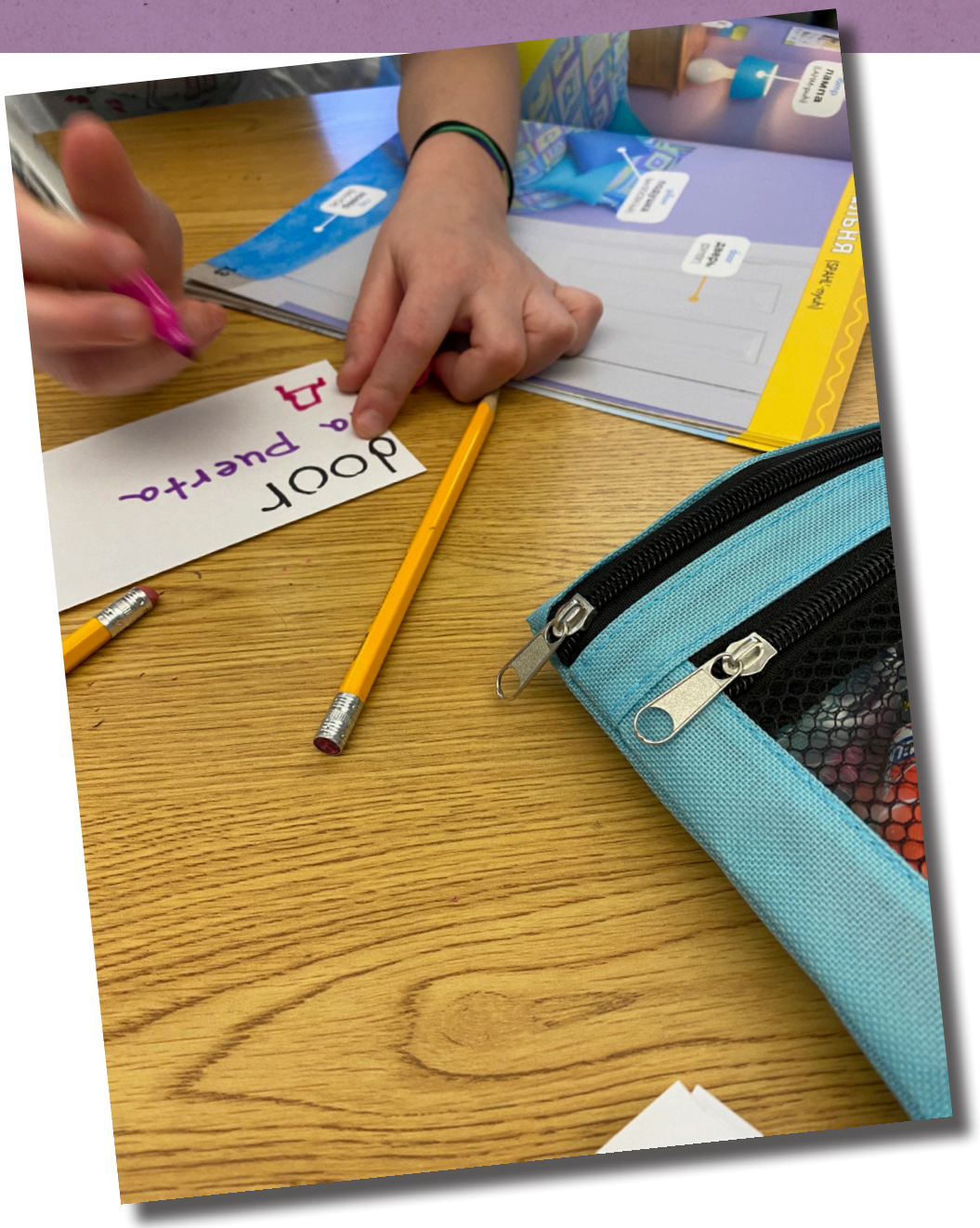
Create a list on chart paper with the students' suggestions. Students may reply in English and/or other languages.

These are all important ideas! Let's work together to label all of these parts of our classroom, and we can keep thinking of more ideas to add to our list every day. I will make some labels, and you can make some labels too. And everyone can help to hang them up because ALL languages are welcome in our classroom!



Closure

Give each student an index card, and allow them to choose a word, possibly from the list, for an item that they would like to label in the classroom. Help each student to write and hang their label. Print labels for students who are emerging writers based on their choice of word, or print labels using a tracing font, so they can trace the letters.



Assessment

Through the labeling activity, students will create and/or affix labels on items in the classroom.

Alignment to Standards

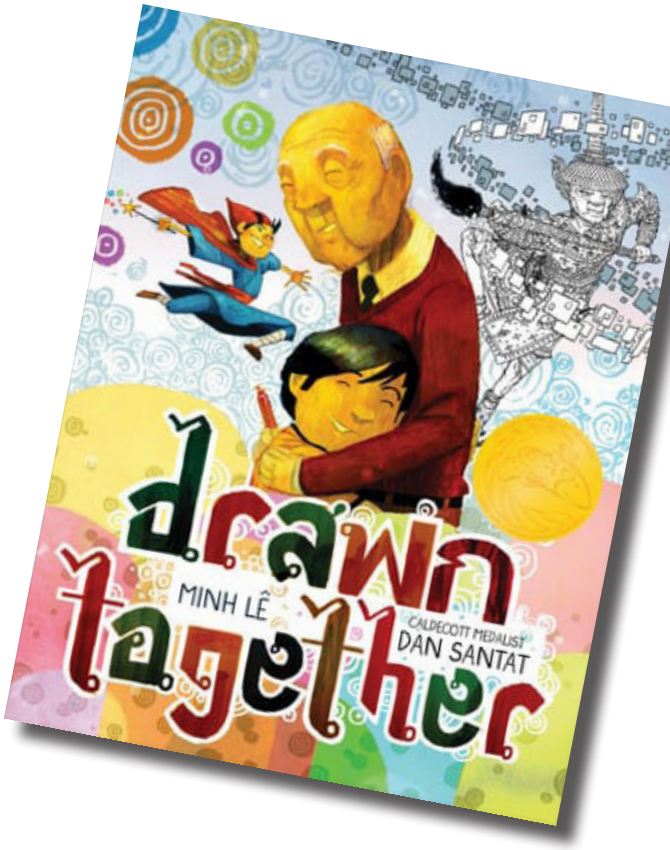
World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts
SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Resources for Building Background

Dual Language Training Institute. (2019). Pictures. | www.dltigomez.com/pictures.html

Quintana, C. (2017). *How to guide: Labeling in early childhood and the primary grades.* The Elementary Helper. | www.theelementaryhelper.com/preschool-kindergarten/how-to-guide-labeling-in-the-early-childhood-classroom



Extensions (Optional)

Take pictures of the labeled classroom. Discuss with students where to share pictures (with parents, on the district website, etc.).

Suggest that students look for multilingual representation in their community. Have students bring in photos and/or have follow-up discussions about what they are finding in their communities. This could be a project the teacher suggests for families and students to engage in together.

Direct students to look for monolingual labeling around the school that needs to become multilingual.

Have students label additional items in the classroom throughout the school year.

Have students label items in their homes and bring in pictures or drawings of the items. Students, with guardians, choose the items and languages to represent.

Read *Drawn Together,* by Lê Minh to compare and contrast with *Mango, Abuela, and Me*. Lê, M. (2018). *Drawn together*. Little, Brown Books for Young Readers.

References

Medina, M. (2017). *Mango, Abuela, and me*. Candlewick.

Mr. Alicea's Arcade of Knowledge. (2021, January 10). *Mango, Abuela, and me read-aloud* [Video]. YouTube. | www.youtube.com/watch?v=JI1rwooKN0A&t=3s

UNIT ONE, LESSON NINE

Advocating for a Multilingual Landscape

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

After reading the book *Say Something!,* by Peter H. Reynolds, and learning about taking action, the class collaboratively writes and delivers a letter to the school principal requesting permission to label common school areas in the languages of the school community.

Content Objectives

Students will be able to do the following:

- Persuade school leadership in a cowritten letter.
- Advocate for a multilingual environment.

Language Objectives

Students will be able to write a persuasive letter to the school principal in collaboration with their teacher to advocate for a multilingual environment.

Essential Questions

- How can we create spaces that welcome all of our languages?
- How can I respect and learn from other people's languages and identities?
- How do I use all of my languages and ways of speaking to share my ideas?

Instructional Resources and Materials

- *Say Something!,* by Peter H. Reynolds
- Images from the school with monolingual labeling (bathrooms, principal's office, library, etc.)
- Chart paper
- Markers
- Image of school principal from website
- Cameras for taking photos of in-class labeling
- Large paper
- Envelope
- Letter frame

Vocabulary/Conceptual Development

Injustice: Treating people unfairly based on characteristics of that person or group of people.
Letter: A way to communicate with someone using writing.
Permission: Asking to be allowed to do something.
Principal: The person in charge of the school.
Take action: Doing or saying something to make things better or more fair.

Centering Student, Family, and Community Knowledge and Experiences

Family and community languages are valued through taking action to ensure that the languages are visible within the school context and by enlisting administrative support to value the community's linguistic repertoires.

Potential Challenges

Students, parents, and/or teachers may expect an English-only context for school. Teachers will need to avoid doing most of the talking and writing. While they will have to scaffold the activity, they can encourage students to participate by writing some of the letters, drawing, etc.

Lesson Procedures

Introduction

Remind students of the multilingual labels they created for the classroom, asking for volunteers to read some labels. Share photos of the school common areas (bathrooms, library, gymnasium, etc.) or take a walk with the class to look for labels or signs within the school building.

What do you notice about the languages used on the signs in our school? On the bathroom door, by the principal's office, etc.?

(Students may notice that all or most signs are in English.)

What do you think about that? When we did our interviews, what languages did we find that people speak in our school community?

Remember when we made new labels for our classroom in all of our languages because ALL languages are welcome in the classroom? What is something that we could do about the signs all throughout our school building?

A possible student response may include the following: "Make signs in all of our languages."

Why is that important? How would it make the members of our school community feel?

Possible student responses may include the following: "welcomed, happy, included," etc.

A sidewalk sign in Spanish, English, and Armenian in Glendale, CA.
(Image source: Wikimedia Commons)

Read-Aloud

Sometimes when you see something that you think is unfair, you have a good idea about how to make it more fair for everyone. When you use that idea to make things better, that's called "taking action." Today we're going to read a book about what it means to take action, and I want you to listen for any words that you hear over and over again in the book.

Read *Say Something!*, by Peter H. Reynolds.

What words did you hear over and over again in this book?

A possible student response may be the following: "Say something."

Right, and to say something means to take action! I want to go back to this page, where the author says, "If you see an injustice, say something peacefully." "Injustice" means "treating people unfairly based on characteristics of that person or group of people." When we read this page, I was thinking about the signs in our school and how you said that changing them to include all of our languages would make people feel happy. Maybe having the signs in only one language isn't fair. Maybe we need to "say something" about that and take action.

If we wanted to change the signs in our school, who could we "say something" to?

(Here are some additional prompts, if needed: "Who takes care of everybody in school?" "Who is in charge of our school?" "Who makes the rules?" Share a photo of the school principal. "The principal is the person who is in charge of our school.")

Sometimes when people want to take action and say something, they write a letter first. A letter is a way to communicate with someone using writing. I was thinking that maybe we could say something by writing a letter as a class to our principal to share your great idea of creating labels in all of our languages for the school. It's not just the people who are in charge who can say something. We can do that too!

Letter Writing Activity

Using chart paper, write the letter together as a class.

Whenever we start writing a letter, we always put the date first so that the person who gets the letter knows when we wrote it. What is the date today?

Point to classroom calendar.

Next, we need to address the letter. We write "Dear" and then we put the person's name. Who are we writing this letter to?

Show the picture of the principal.

Then we need to think about what we want to say. Why are we writing this letter? What do we want to do?

A possible student response may be the following: "To make multilingual signs."

Why do we think this is important?

A possible student response may be the following: "So everyone feels welcome in school."

How do we know that this is important?

Possible student responses may be the following: "We interviewed people and found out that we speak a lot of languages," and "We made labels in our classroom," etc.

So we need to ask permission; we need to ask if we can make signs for the school in all of our languages so that everyone feels welcome in school. We can write that we interviewed people in our school and we found out that people speak _____ . We can also write that we made labels in all of our languages in our classroom and that made us feel _____ .
We can write that we love and are proud of our languages.

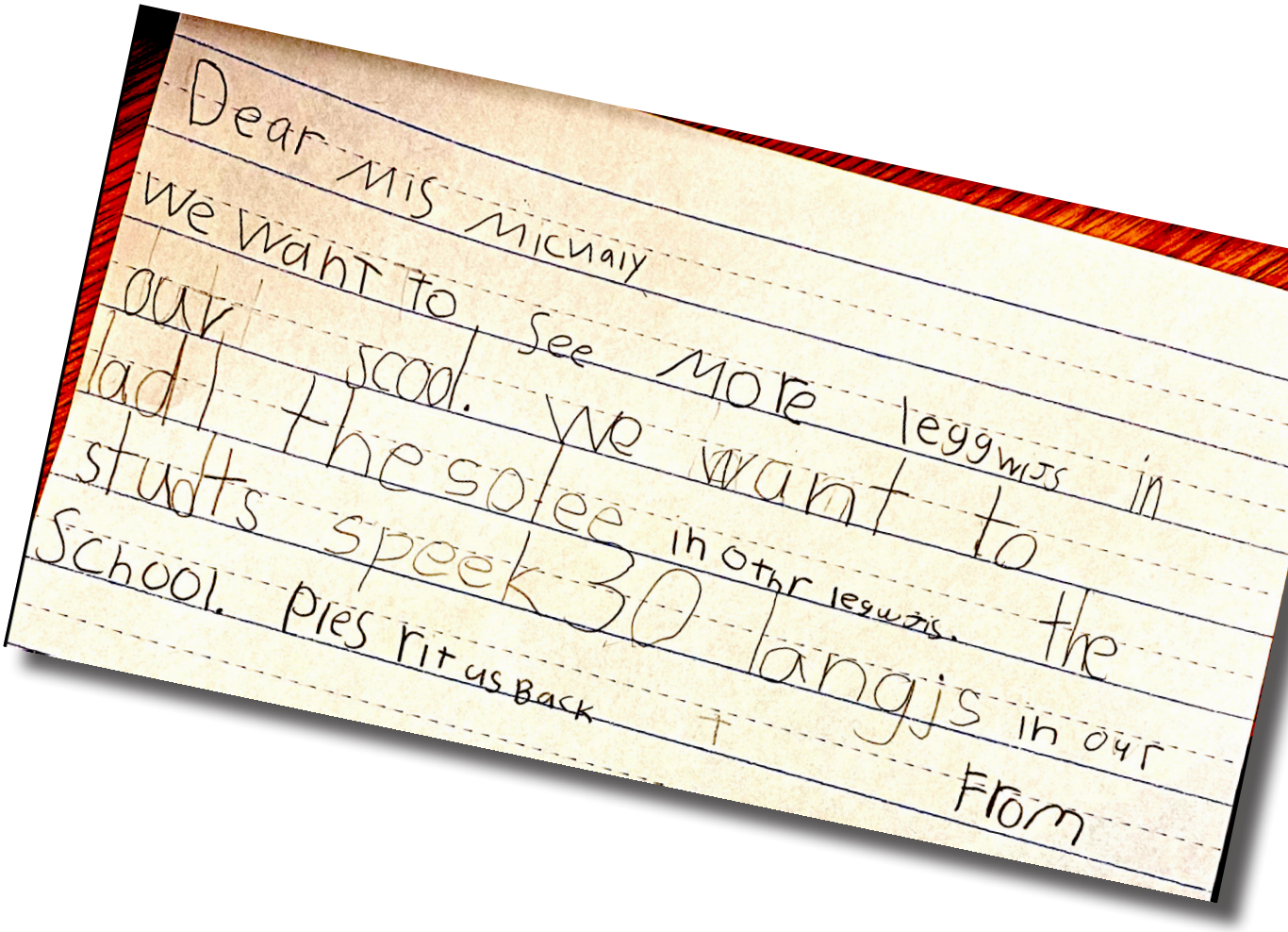
Now we need to end our letter. We can say thank you, and then we can each write our names. When everyone has had a chance to sign their name, we will read it together to make sure that this is what we want to say, and then we will deliver the letter as a class so that we can say something and take action together!

Closure

Have students practice what they will say when delivering the letter to the principal.

Possible language for the students to practice may include the following: "Thank you, _____ . Please read our letter. We need a multilingual school. We love our languages."

Deliver the letter with the students, encouraging them to use the language they've practiced.



Assessment

Through discussion, students will draw conclusions about why having all languages represented in the school building is important.

Through the read-aloud and the persuasive-letter writing activity, students will "say something" and take action.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts
W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

New Jersey Student Learning Standards for Social Studies
6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

Extensions (Optional)

Create and install the labels around the school, focusing on vocabulary associated with the building (bathroom, gym, principal's office, etc.).

Have students share their letter with students in other schools to encourage them to do the same in their school. In this way, the students will participate in a collective action for multilingual representation beyond their classroom and school and have a broader impact.

Notes (Optional)

Prior to the lesson, prepare the principal that the students will be visiting their office to deliver the letter, so students can be welcomed and the letter received. Make an appointment for this delivery, or invite the principal to visit the classroom, so the students can read and give the letter to them.

References

Reynolds, P. H. (2019). *Say something*! Orchard Books.