

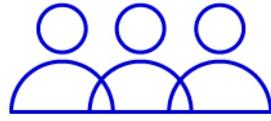
# A proposal for 21st century education: An introduction to dual language book reading

A resource for teachers and teacher educators

**Rahat Zaidi**







K O N E C T

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Rahat Zaidi  
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*Rahat Zaidi, University of Calgary*

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## **Introduction to KONECT Teaching Materials**

**M. Dooly**

There has been considerable talk about the future of research and practice in education. Occasionally the discourse tends to the euphoric, sometimes it strays more to the dystopic. Public debates often explore how educators can and should meet society's demands in the globalized, interconnected geopolitical situations of today. Voiced concern about learners (as future 'global', 'digitalized' citizens) regarding what skills and competencies that they must have and what knowledge they are constructing (or not), both formally and informally, are prevalent in frequent public debates. However, no matter where one stands on the issues of debate, there is a general consensus that education will be transformed in the next decades in order to accommodate the rapid technological, sociopolitical, geographical, and environmental changes the world is experiencing, not to mention the many changes on the human level that we all live on a daily basis.

Of course society –and subsequently education- have always undergone continual change. Nonetheless, the past decades have brought about an almost vertiginous sense of change. Twenty years ago Appaduari (1996) described these changes in model of 'transcultural flows' that theorizes five different domains of transcultural movements: ethnoscapas (involving flow of people); mediascapas (flow of information); technoscapas (flow of technology); financescapas (flows of finance); and ideoscapas (flow of ideology or ideas). These changes have an impact on how the world is perceived: for milleniums social life was largely inertial; traditions marked and influenced learning and individuals perceived a relatively finite set of possibilities for their future.

Now education must find a way to encompass, address and embrace all of these shifting 'scapes'. This can be disconcerting. As the online journal 'Education Week'<sup>1</sup> has pointed out, "When it comes to predicting the future of work, top economists and technologists are all over the map". And faced with this uncertainty, teachers, administrators and policy makers inevitably feel consternation and anxiety. Educational research, carried out in conjunction with teachers and students, can provide key answers to how to shape the future of learning.

The KONECT<sup>2</sup> project (EDU2013-43932-P) set out to gather and analyze innovative approaches to education in primary and secondary education in several countries in order to draw up guidelines and teaching materials that are based on

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<sup>1</sup> <https://www.edweek.org/ew/articles/2017/09/27/the-future-of-work-is-uncertain-schools.html>

<sup>2</sup> Knowledge for Network-based Education, Cognition & Teaching (KONECT). Funded by the Spanish Ministry of Economy, Industry & Competitvity: Proyectos I+D del Programa Estatal de Fomento de la Investigación Científica y Técnica de Excelencia, Grant number: EDU2013-43932-P); 2013-2017 (grant extended to March 2018). Principal Investigator: Dr. Melinda Dooly, Universitat Autònoma de Barcelona. <https://www.konectproject.com>

transnational, technology-enhanced, multilingual, interdisciplinary and issue-based teaching and learning. These materials are compiled in this set of teaching modules. The modules can be used as stand-alone materials or as whole sets and range across a wide array of themes and approaches, with the nexus of a focus on preparing students of today with some of the required competences for tomorrow (or to repeat a now familiar phrase, preparing them with 21<sup>st</sup> century competencies).

The modules do not follow a set format given that the subjects are very diverse and do not necessarily have to be addressed in a similar fashion. Moreover, in a nod to one of the recognized 21<sup>st</sup> century competencies; creativity, we have opted to allow each of the teacher/author's 'voice' and personality to come through in the texts. And of course, these materials are aimed as guides, not as top-down models of how these topics should be dealt with in different classes around the world.

In the spirit of knowledge-sharing, the materials are open educational resource and are available in at least two of these four languages: English, Spanish, Catalan and Chinese (choice made by the individual authors). We hope that other teachers around the world find them useful for their own contexts and we would enjoy hearing about how others have used these materials in their own classrooms.<sup>3</sup>

Dr. Melinda Dooly  
Universitat Autònoma de Barcelona

Reference:

Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. Minneapolis: University of Minnesota Press.

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<sup>3</sup> Feel free to contact the lead researcher of the KONECT Project at [projectkonect@gmail.com](mailto:projectkonect@gmail.com)

## **Modules in the KONECT Teaching Materials**

Module 1: Teaching critical digital literacy to combat fake news. A resource for teachers and teacher educators. Ron Darvin, University of British Columbia

Module 2: Teaching in and for plurilingualism in the 21st century. A resource book for teachers and teacher educators. Emilee Moore, Universitat Autònoma de Barcelona

Module 3: Fan fiction for 21st century language and literacy development. A resource book for teachers and teacher educators. Shannon Sauro, Malmö University

Module 4. Educational proposals to work and reflect on gender identities, gender diversity and gender equality. A resource book for teachers and teacher educators. Claudia Vallejo and Laura Giménez, Universitat Autònoma de Barcelona

Module 5. Emergent information gap tasks for language classrooms. A resource book for teachers and teacher educators. Ufuk Balaman, Hacettepe University

Module 6. A proposal for 21st century education: An introduction to dual language book reading. A resource book for teachers and teacher educators. Rahat Zaidi, University of Calgary

Module 7. Co-creating language learning journeys: A designerly approach to supporting experiential language learning practices. A resource for teachers and teacher educators. Brendon Clark and Nicholas B. Torretta, Umeå Institute of Design, Umeå University

## Dual Language Book Lesson Plans

### Lesson 1: ELA Grade 5 “Keeping up with Cheetah” Dual-Language Lesson Plan

***Critical Questions***

*How can we empower students with multilingual backgrounds to actively participate in the classroom?*

*Why is it important for students to be able to connect to a text with multiple languages?*

**Purpose**

In this series of lesson plans, students will be working with the text “Keeping up with Cheetah” in four renditions: English, Urdu, Tagalog, and Spanish. Each book will be read using “dual language reading” whereby the book is read in English and the second language in intervals, page by page. By the end of the week, students will be presenting on the core ideas of text, work in groups to create a Body Biography, and present their group work to the class. This short story is replete with topics, themes, symbols, and motifs which relate to the Alberta Provincial Program of Studies Objectives for Grade 5 ELA. As students are asked to critically analyze the various aspects of the book (literary analysis, media analysis) and conduct an inter-lingual examination (comparing and contrasting between the four languages), they will steadily gain an understanding of how these themes are represented in not one story, but across languages.

***Critical Questions***

**Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:**

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasize the use of language to explore thoughts, ideas, feelings and experiences comprehend and respond personally and critically to oral, print and other media texts  
manage ideas and information  
enhance the clarity and artistry of communication

**Objectives**

*By the end of the lesson, students will be able to:*

- Analyze cover art and make predictions based on factors such as color, shapes, and other media-related items
- Read dual-language books in four languages: English, Spanish, Tagalog, and Urdu
- Compare and contrast linguistic phenomena through analysis, e.x.: semantics, phonetics, pronunciation, and etymology between four **THREE** versions of the book
- Make text to self, text to text, text to world connections
- Outline and summarize the story using a Freytag Pyramid, a story plotting tool, to apply new knowledge
- Discuss ideas, feelings, thoughts, and personal experiences and be able to respond to peers’ input
- Discuss and critically analyze *Keeping up with Cheetah* through text and media
- Organize and manage ideas and information and for the purpose of sharing

respect, support and collaborate with others.

Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:

1.1 Discover and Explore

- Express ideas and develop understanding
- Experiment with language and forms

1.2 Clarify and Extend

- Consider the ideas of others
- Combine ideas
- Use comprehension strategies
- Use textual cues
- Use phonics and structural analysis

2.2 Respond to Texts

Experience various texts

3.3 Organize, Record and Evaluate

- Organize information

unique perspective which includes culture and language

- Extrapolate meaning, storyline, plot, and more and relate it to the world around them and to themselves
- Organize and evaluate story for presentation
- Collaborate with their peers to present the story and its impact on their language and culture toolbox

**Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:**

**1.1 Discover and Explore**

Express ideas and develop understanding

- read, write, represent and talk to explore personal understandings of new ideas and information
- use own experiences as a basis for exploring and expressing opinions and understanding

**Resource:**

“My Language Biography” reflective worksheet is taken from The National Council on Languages, 2006.  
(Attached, Appendix 1)

**Warm Up - Reflecting on Language History**

- To warm up for the lesson, students will be filling out a brief worksheet that asks them to reflect on their language history.
- As a class, go through each question and write the first few together and then provide students with enough time to finish the worksheet themselves.
- A preview of the four-part warm-up worksheets are here:

**LANGUAGES I KNOW**



Language

I use the language

\_\_\_\_\_

I meet people who speak this language  
sometimes  often

Language

I use the language

\_\_\_\_\_

I meet people who speak this language  
sometimes  often

Language

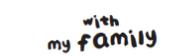
I use the language

\_\_\_\_\_

I meet people who speak this language  
sometimes  often

at home

at School



Languages I know

Language	How long I've been learning this language	Where I learn this language. At school? At home?	In this language I'd like to be able to ...

	<p>I can understand and speak in several languages – I am plurilingual. The languages are</p> <hr/> <hr/> <p>I watch TV programmes, films or see magazines or books in the language/s</p> <hr/> <p>sometimes <input type="checkbox"/> often <input type="checkbox"/></p> <hr/> <p>I have made these contacts, e.g. penfriend, e-mail or visited these countries</p> <hr/> <hr/> <p>I have friends or family who come from these countries and speak these languages</p> <hr/> <hr/> <p>In the future I would like to go to</p> <hr/> <hr/> <p>and I would like to learn these languages</p> <hr/> <hr/> <hr/>
--	---

<p><b>Critical Question:</b>  <i>How can we raise student awareness of media analysis, text positioning, symbolism, colors, and more pre-, during and post-reading?</i></p> <p><b>Correlating Program of Studies Objective</b>  1.2 Clarify and Extend  Use textual cues</p> <ul style="list-style-type: none"> <li>● use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Pre-reading Analysis Worksheet for Cover Art (Attached, See Appendix 2)</li> </ul>	<p><b>Pre-Activity - Media/Artwork Analysis</b>  <i>In the pre-activity, students will be analyzing the relationship between media and message. They will analyze the artistic choices of the cover art and make predictions based on this analysis.</i></p> <ul style="list-style-type: none"> <li>● Using the artwork analysis worksheet, begin the pre-activity by looking at the cover art of the book.</li> <li>● Ask students to take notes using the “Pre-reading Analysis Worksheet for Cover Art” attached as you ask them the questions on the worksheet</li> <li>● Ask students: Listen to the various titles, how are they different from the English? How are they similar or different to each other? <ul style="list-style-type: none"> <li>○ Urdu: دریائی گھوڑا □ Water Horse</li> <li>○ Spanish: hipopótamo</li> <li>○ Tagalog: hipopotamo</li> </ul> </li> <li>● Encourage your students to derive conclusions about the similarity between Spanish and Tagalog and ask the guest reader to go through a brief history of how the two cultures have interacted leading to such a similarity in language.</li> <li>●</li> </ul>
<p><b>Critical Questions</b></p> <p><i>How can students make text-self connections?</i></p> <p><i>How can teachers encourage and support ELL students’ culture, heritage language and literacy while also continuing to support the learning of English?</i></p> <p><i>Why is this important? Does L1 language learning and literacy help in English literacy? How? How does supporting and encouraging the use of ELLs’ L1 help in identity formation,</i></p>	<p><b>Activity - Multilingual Collaboration</b>  <i>During the main activity, students will not only be using the Freytag pyramid to map the plot of the story, but will use this graphic organizer to create their formative assignment: the body biography.</i></p> <p>After the pre-reading exercise where students have analyzed the cover art of the book, made predictions of the plot, and been introduced to the title in the multiple languages, inform students that they will be working on creating a Body Biography today and should pay attention to the plot, the two languages and take notes using the Reading Observations Dual Language Books worksheet.</p> <p>The guest speaker should provide a brief history of the language and their own language biography to warm up the students. This is also a good time to give salient facts about interesting linguistic variations between their native language and English, and as the week goes on, to make comparisons between the previous versions along the following guidelines (though this is not an exhaustive list):</p>

*self-esteem, sense of acceptance and growth?*

### Correlating Program of Studies Objectives

#### 1.2 Clarify and Extend

Consider the ideas of others

Combine ideas

Use comprehension strategies

Use textual cues

Use phonics and structural analysis

#### 2.2 Respond to Texts

Experience various texts

#### 3.3 Organize, Record and Evaluate

#### 3.4 Organize information

### Resources:

1. Metalinguistic Awareness Worksheet (Attached, Appendix 3)
2. Dual Language Analysis worksheet (Attached, Appendix 4)
3. Body Biography Assignment sheet (Attached, Appendix 5)

- **Phonology and phonetics:** What is the script? How is the language expressed?
  - **Semantics:** do certain words exist in the one language and not in the other?
  - **Prosody:** Is there a natural rhythm with the speaker and the language?
  - **Textual layout:** Why are some translations on the top and others on the bottom?
- As the story is being told, ask students to use the Dual Language Textual Analysis Worksheet.

### Preview is attached



**Main Activity: Dual Language Analysis**

Date	
Title of Book & Language	
5 or more Keywords I noticed or that we discussed in class	1. 2. 3.
3 Observations that I have about this book	1. 2. 3.
2 Questions that I have about this book	1. 2.
Additional words I found interesting	
When have I heard this language before? If never, what do I know about this culture? What is something new that I learned?	

Students will work in groups to take their knowledge of the Tagalog, Urdu, Spanish, and English texts, their linguistic analysis, plot analysis, and media analysis to create a Body Biography and

Attached is a student sample of a comparison between Urdu, Tagalog, and Spanish in working with the Metalinguistic Analysis worksheet completed in a fifth grade ELA

classroom:

Urdu Reading February 4th

Sugar

farm

Sounded the similar

the question mark is facing the other way (?)

Spanish Jan. 26 Week 3

Perfectos: perfect

Zapatos: Shoes

Mami: mama accent is over the vowel

Niños: girls accent is over the n phrase:

How much are they? cuanto cuestan

Tagalog

How much does this cost?

Magkano?

Na yan: Pointing to this item/thing!?

Magkano yan?

~~Armenian~~

Urdu Week 3 Jan. 27

Period is like this. But in Urdu it's like this.  
Comas is like this, and in Urdu it's like  
this.

Presentation

- A Body Biography allows students to work in groups to fill the outline of a body with the languages and images that demonstrate the experiences and relationships of the main character.
- Students should work collaboratively online through a cloud-based sharing platform such as Prezi or Google Docs

Example of Body Biography



**Critical Question:**

*How do we promote the usage of students' language background and intercultural understanding?*

**Resource:**

Post-activity intercultural understanding reflection (Attached, See Appendix 6)

**Reflection - My Intercultural Understanding**

After the main activity, students will take a questionnaire which helps them reflect on what it means to work with many cultures and to take stock of the significant ways and times they have encountered a culture. As this is one of many lesson plans, students may only fill out one or two circles for now, but may increase the number of intercultural understanding “bubbles” as they continue analyzing dual language books.

A preview of the worksheet is attached:



**Critical Questions**

*How can we design an authentic assessment that encourage and empowers students to use both their L1 and their target language to make meaning of texts and identity as they improve their own literacy?*

**Homework - Student Body Biographies**

After students have collaborated using multiple languages to create their Hippopotamus Body Biography, provide them with the opportunity to construct their own body biography. They should use words from the languages they have learned.

They can brainstorm in any language and the final Biography image online and their presentation will be in English.

<p><b>Resources:</b> My Languages and Cultures (Attached, See Appendix 7)</p>	<p><b>Conclusion - My Languages and Cultures</b></p> <p>To promote students’ language awareness skills both inside and outside the classroom, introduce this “My Languages and Cultures” portfolio. Students will be asked to write down whenever they come across a person, a text, or any significant source of new knowledge that introduces them to a language or a culture. As you explore dual language books, ensure that students are using this worksheet to record and reflect on the cultures and languages they are introduced to.</p>
<p><b>Resource</b></p> <ul style="list-style-type: none"> <li>● <i>Keeping up with Cheetah</i> by Lindsay Camp and Jill Newton (English, Urdu, Spanish, and Tagalog)</li> <li>● Worksheets (attached)</li> <li>● Internet access and cloud-based sharing platform (Google Docs., Prezi, etc.)</li> </ul> <p><b>Accommodation</b></p> <ul style="list-style-type: none"> <li>● Allow students to read together and work in groups while filling out the plotting sheet</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>● Imagine that the cheetah did not return to the Hippo – rewrite a story using two words from Tagalog, Spanish, and Urdu to complete your own version</li> </ul>	

## Lesson 2: “Welcome to the World, Baby!” by Na’ima Bint-Robert

### **Critical Questions**

#### **for teachers:**

*How can we promote discussion of self and identity and encourage in the English Language Arts classroom?*

*Why is it important for students to be able to connect to a text with multiple languages?*

#### **for students:**

*Do traditions matter? Why?*

#### **Resource:**

[How to Use Dual Language Books](#)

### **Purpose**

In this series of lesson plans, students will be working with the text “Welcome to the World, Baby” by Na’ima Bint-Robert in four renditions: English, Urdu, French, and Spanish. Each book will be read using “dual language reading” whereby the book is read in English and the second language in intervals, page by page. Check out our resource on how to read dual-language books in the classroom by clicking on the resource on the left hand-side.

By the end of the week, students will be presenting on the core ideas of text, work in groups to conduct a **show and tell**, and share their connections to the story via culture, language arts, and identity.

### **Story Background**

“Welcome to the World Baby” covers the traditions around the world of welcoming a newborn in a family. Miss Smith’s class serves as a microcosm of the ever-increasing diversity in North America and shows the combination of a teaching objective focused on the five senses with the appreciation and acknowledgement of various practices of welcoming a baby in the household. Tariq, the main character, has a newborn sister and as a result brings dates to his class which then sparks a day full of interactive sharing and storytelling from his classmates. To reflect the interactive and intercultural facets of this story, this lesson plan will focus on students creating a show-and-tell research project on their own culture’s practice of welcoming a newborn.

### **Translanguaging and the ELA Program Objectives**

The activities presented below align with critical questions to guide teaching of dual language books to promote language development, collaboration and cultural awareness. Corresponding provincial standards for Grade 5 ELA are also included in the left hand-side.

### **Critical Questions**

#### **for teachers:**

*How can I use graphic organizers as a reading strategy to promote literacy in multiple*

### **Objectives**

*By the end of the lesson, students will be able to:*

- Analyze cover art and make predictions based on factors such as color, shapes, and other media-related items

*languages?*

***for students:***

*How do we use our five senses in our cultural traditions?*

**Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:**

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasizes the use of language to explore thoughts, ideas, feelings and experiences. Students are taught to comprehend and respond personally and critically to oral, print and other media texts and to manage ideas and information.

Furthermore, socio-developmentally, students are encouraged to collaborate with others, enhance communication and clarity of speech, and demonstrate support of ideas by their peers.

Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:

- 1.1 Discover and Explore
- 1.2 Clarify and Extend
- 2.1 Use Strategies and Cues
- 2.2 Respond to Texts
- Experience various texts
- 3.3 Organize, Record and Evaluate

- Read dual-language books in four languages: English, Spanish, Urdu, and French
- Compare and contrast linguistic phenomena through analysis, e.x.: semantics, phonetics, pronunciation, and etymology between four versions of the book
- Make text to self, text to text, text to world connections
- Conduct face-to-face interviews with family members to discuss the family tradition of celebrating a newborn in the five sensory ways
- Conduct online research to further investigate own cultural practices
- Synthesize research into a show-and-tell presentation
- Present show and tell project in front of class
- Discuss cultural traditions, values, and celebration
- Extrapolate meaning, storyline, plot, and more and relate it to the world around them and to themselves
- Organize and evaluate story for theme and message
- Complete reading comprehension worksheets which guide student understanding of text
- Collaborate with their peers to present the story and its impact on their language and culture toolbox

### **Critical Question**

#### **for teachers:**

*How can multimedia tools which demonstrate diversity engage students?*

*How can we inculcate leadership skills in students, particularly students of minority background or emergent bilinguals, whose affective filter may prevent them from actively participating in class?*

#### **for students:**

*Why and how do communities treat babies differently?*

*What are important milestones that you can share with others?*

### **Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:**

#### 1.1 Discover and Explore

Express ideas and develop understanding

#### 1.2 Clarify and Extend

#### **Resource:**

1. [Sacajawea as explorer and mother](#)
2. [Scaffolding in the multilingual classroom](#)
3. [Five Senses and Cultural Traditions](#)

### **Warm Up - What are the Five Senses?**

A key component of any multilingual classroom is the providing students with the opportunity to work collaboratively with their peers. Translanguaging in action is strategically making these collaborative groups so that each student believes that they have a unique perspective and can offer strength and value to their group.

An example would be students of varying English abilities taking on different roles in a group and pairing students of similar linguistic backgrounds together to research and prepare the project collaboratively. Students can then come together and share their work and present their final project together.

For “Welcome to the World Baby”, students will work collaboratively in literature circles to answer questions, read together, discuss, and finally, research for the final project.

#### **Introducing the Book**

With the students and guest speakers divided into three groups (see Set Up below), introduce students to the diverse and unique ways which newborn children are celebrated and whose births and lives are acknowledged in varying cultures. A key figure in Indigenous and First Nations culture and whose life and profile is familiar to most elementary children, thereby making it accessible in children’s schema, is that of Sacajawea, the famous Shoshone woman who guided Lewis and Clark through the expedition.

Play this video on Sacagawea's tracking and voyaging as a young mother with Toussaint Charbonneau in tow.

Using multiple representation of information (media, graphs, artifacts and props) engages students to think beyond the text and connect their prior knowledge and current task at hand with the outside world. Discuss with students how Sacagawea's son, Toussaint, grew up? Where was he born? How is this different from their experiences and culture?

Provide students with the Five Senses and Cultural Traditions worksheet. They will be

using this to keep track of the different words they read, hear, and are exposed to as they read the various dual language books.

Begin by creating this chart on the board and ask students to answer how the baby Tousant experienced the world using his five senses? What would he have SMELLED, TASTED, TOUCHED, HEARD, SEEN?

Use the scaffolding techniques under Resources to find practical ways to guide student discussion and to promote student engagement.

***Set-Up***

Begin by organizing the classroom into three “Literary Stations” for the purpose of differentiated instruction and scaffolding. Create different stations where one guest speaker is in each station and one third of the class is with them. They will meet the same content objectives, but will have varying linguistic demands because each station will read the book in a different language alongside English. Assign a student leader in each group who begins to read the book in English while the guest speaker reads in a different language. The student leader should be a student who can serve as an advanced student or a mentor to challenge and extend their learning and assist students who are quieter and may not be prepared to lead just yet, but will develop their speaking skills the lesson goes on.

Students will take turns reading the book in English, with the student leader ensuring that everyone has had equal opportunity, while the guest speaker reads it in their home language. Students may move through all stations, or only some.

Each day, over the course of the next three days, the group of students will rotate and continue reading together, with rotating student leaders. Assigning a new student leader each day will put a sense of purpose, value, and importance in all students and embody a student-led classroom.

This rotation can be exemplified below:

	Guest Speaker/ Dual Language Book in Language Other Than English (LOTE)	Day 1	Day 2	Day 3
	Spanish	Group A	Group B	Group C
	Urdu	Group B	Group C	Group A
	French	Group C	Group A	Group B

**Critical Question:**

**for teachers:**

*How can we engage each and every student's prior knowledge to make them active participants in the classroom?*

**for students:**

*Think about the word "tradition". What does this mean to you? How would you define it?*

**Correlating Program of Studies Objective**

1.1 Discover and Explore

- use own experiences as a basis for exploring and expressing opinions and understanding

**Resources:**

- [Pre-reading Analysis Worksheet for Cover Art](#)
- Ideas on How to Use Dual Language Books in the Classroom
- Free Writing Exercise: [http://castle.eiu.edu/~writing/free\\_writing\\_exercises.pdf](http://castle.eiu.edu/~writing/free_writing_exercises.pdf)
- Elbow, P. (n/d). Benefits of low stakes writing (writing to learn): <https://www.marist.edu/writingcenter/pdfs/lowstake.pdf>
- The New York City Writing Project (NYCWP). (2003). Free Write (available only on hard copy): <http://nycwritingproject.org/>

**Pre-Activity - Multilingual Freewriting**

*In the pre-activity, students will be making text-to-self connections by free-writing and defining the word "tradition" and "community"*

In Ellin Keene and Susan Zimmerman's groundbreaking work (1997, 2007) on strategy-based comprehension strategies, *Mosaic of Thought*, it's demonstrated that students can make meaningful literary interpretation, connection, and analysis through the schema of multiple connections. By using schema theory, which explain how we use personal experiences, ideas, knowledge, and understandings to make meaning, students of all backgrounds can be encouraged to make connections between the text and three other significant channels to increase understanding and transform into active participants in the classroom. These three connections are:

- text-to-self,
- text-to-text, and
- text-to-world

Allowing students to make these connections is scaffolding because it uses students' deeply personal connections and asks them to apply it to the text. An example of text-to-self maybe when a student compares the theme "history as part of our current selves" in the novel *Holes* by Louis Sachar by saying, "This story reminds me of a time when my grandmother passed on a recipe for empanadas to my mom when she was moving to the United States by herself." According to Cris Tovani book *I Read It, but I Don't Get It* (2000), making text-to-self connections helps in the following important ways:

- It helps readers have a clearer picture in their head as they read thus making the reader more engaged.
- It keeps the reader from becoming bored while reading.
- It sets a purpose for reading and keeps the reader focused.
- Readers can see how other readers connected to the reading.
- It forces readers to become actively involved.
- It helps readers remember what they have read and ask questions about the text.

### **What is free-writing?**

Writer Peter Elbow (1998) says about this writing tool:

“Freewriting is the easiest way to get words on paper and the best all-around practice in writing I know” (p. 13). In a multilingual classroom, free-writing can be used as a translanguaging practice where students are allowed to write in their home language and present their ideas to the class in English.

It is a continuous writing exercise lasting a few minutes. Its long term impact is stronger

### ***How It's Done: Multilingual Free-Writing***

In this warm-up section, introduce students to the idea of text-to-self connections by asking them to conduct a free-write exercise. Writers of all backgrounds face anxiety, but emergent bilinguals and students whose literacy skills may not be grade-level yet are especially prone to productive skills anxiety (speaking and writing).

The key to stress to students is that the quality of writing is not important. It is okay if students change topic, if they feel like they are simply writing whatever comes to their mind -- that's perfectly okay! Free-writing is non-stop, timed exercises which increases student confidence the more they are given the chance to practice it.

Because it takes time to find the right words, free-writing can help the student get started, even when the s/he does not want to write. New topics can emerge as a result of regular freewriting.

Ask your student to write for three minutes, without stopping, the following prompt:

**“What is a tradition? What are some traditions and celebrations in your culture that stick out to you? Do you have any traditions for when a baby is born?”**

An example of free-writing from a fifth grade class is attached below<sup>i</sup>:

Today as it started it said the first and then the second and so on were the hardest but I think it will get easier. It's like when you don't know division and as you practice it it gets easier like for me. Also about the design on the tube @. kib I think means Kate Barlow like it said as the book started Stanley's great, great, great grandfather had kissed Kate Barlow which was the reason of part of course. I am thinking that the camp before was a place where people use to live in and Kate and Stanley's great, great, great grandfather might off been one of them. I also thought that X-ray was mean because Stanley found it and if he likes it it's not okay to lose it away. I think Stanley shouldn't have had accepted the deal. Also like Stanley said, I didn't think the warden was a girl it was kind of surprising to me was. I also think that the warden was mean for giving such hard work and acting nice first. Or also for telling to Mr. Finkelt, because he is kind of mean too but he's the one that takes care of the kids. I also thought it was sad that zero didn't have no family or didn't know how to read and write.

### ***Showing Their Work***

Asking students to share their freewriting is a choice and an agreement made by both you and the students. Make sure to let the students know that they may be asked to share their writing and that they can use some words in the home language, but should present their ideas in English.

### **Critical Questions**

#### **for teachers:**

*How can teachers encourage and support ELL students' culture, heritage language and literacy while also continuing to support the learning of English?*

*Why is this important? Does L1 language learning and literacy help in English literacy? How? How does supporting and encouraging the use of ELLs' L1 help in identity formation, self-esteem, sense of acceptance and growth?*

*Can we encourage students to be co-teachers in the classroom by providing opportunities to lead others? Which students do we select for such roles?*

#### **for students:**

*How do strategic readers create meaning from informational and literary text?*

### **Correlating Program of Studies Objectives**

1.2 Clarify and Extend

Consider the ideas of others

Combine ideas

Use comprehension strategies

Use textual cues

Use phonics and structural analysis

2.2 Respond to Texts

Experience various texts

3.3 Organize, Record and Evaluate

3.4 Organize information

### **Activity - Multilingual Collaboration and Making Connections (Show & Tell)**

As students are reading their books, provide students with the Five Senses and Cultural tradition activity. Students should discuss in groups the different ways that the two languages name the five senses. Not only are these terminologies important new words for students' lexicon, but guest speakers can take this time to show the similarities and differences between their home language and others' names of the same senses!

As the final project, students will conduct research in two ways to present their final project Show & Tell:

1. Face to face interviews of family members,
2. Online research

Interviews support learning for emergent bilinguals in the mainstream ELA classroom in many significant ways:

- They help establish values based on multiculturalism and allow families to truly become part of the school community and classroom life
- Inquiry-based learning and using the home language to connect class content with family helps lower student affective filter
- Students are able to authentically use, respond to, gather ideas, and present information in both the home language and English.

#### **How will it be done?**

Students can interview their parents, friends, family members and from a list of brainstormed questions in the classroom. Set up a time to think of important questions which can be posed to family members are traditions revolving around a birth of a child.

Practice these interview skills in class, showing students how to ask follow-up questions, how to stick to the topic, and how to take important notes from orally transmitted information. This practice interview in class will provide you with insight into the gaps of skills in speaking skills.

Below are to consider when planning this assignment:

**Resources:**

1. [Scaffolding techniques and how to engage your learns to ask questions and to see a sample of the flow of a lesson plan can be found here.](#)
2. [Helpful resources for guest reader and English reader](#)
3. [Multilingual Resource for Research: NEWSELA](#)
4. [Dual Language Analysis worksheet](#)
5. [Additional resources which show student sample work and interaction with dual language texts](#)

1. Who will students interview? Why?
2. How long should the assignment be? What will be the written component? Can students present a multilingual version?
3. When should the interview take place? How long?
4. Which artifacts can the student bring in for the “show” part of the “show and tell” presentation?
5. What are reliable research sources which students can use?
6. How can multimedia resources be incorporated? Is YouTube allowed?
7. How can students present their multilingual presentation and be co-teachers?
8. What percentage of the interview questions should be teacher-created and student-created?
9. If students are interviewing someone who primarily speaks their new language, or in a home language for which they have lower literacy abilities, they might benefit from sentence frames or key terms in the new language to help them develop written interview questions.
10. If the language spoken by the interviewees is new for the majority of students, some students may act as translators for others.

Provide students with chance to practice questions with each other, with the guest speaker, and to edit questions so that the interview can run smoothly. Remember to demonstrate note-taking, body language, and attitude of a serious interviewer. Discuss the roles that the student will play during the interview: note-taker, photographer/videographer (if applicable), presenter/orator,

When practicing in class, students can play these separate roles per person, but when they are interviewing, they must be cameraperson, quarter, interviewer and note-taker all at once, in synthesis.

***Using Media in an Inclusive Way***

Conducting research online is an essential tool in the toolbox for student inquiry. If needed or desired, plan a mini lesson on how to find reliable resources, what kind of research can be done to supplement interviews conducted at home, and how to present the show and tell online (Prezi, PowerPoint, blogs). The possibilities are endless and

students can be given a short list of reliable resources first before they begin. Ensure that this list has multilingual resources and includes as many sites as possible which cater to multiple languages (e.x.: websites such as NewsELA has features which allow articles to be delivered in Spanish and English! PBS has multiple bilingual resources as well).

### ***Translanguaging Integration***

Allowing students to conduct interviews in home language, take notes and draft their first version of their presentation in their home language allows students to build background knowledge and use language features in a new way. Students can become confident experts and then bring that knowledge to the classroom in an authentic context as they move from oral information to written information back to oral information. For example, a student may discuss interview questions in class, brainstorm with their peers and teacher (written information), then they may ask these questions in their home language (oral), and take notes in their home language as well (written), to be synthesized, edited, and published in English (written). The negotiation and skills-based communication which takes place allows students to fill out their linguistic repertoires as they take notes and reflect on the interviews they conduct in preparation for their show and tell.

Another way to integrate translanguaging is to ask students to introduce words from their home language that they have been working with all week. Basic vocabulary such as the five senses, words for family members, and other key vocabulary which can be shared across the board make for easy comparison and analysis.

Found below is an example of students conducting interviews of their guest speaker from the Dominican Republic while using technology to record the interview. Many students can then later rewatch the interview as many times as necessary! <sup>ii</sup>



***Presenting***

When students have conducted interviews and brought artifact to the classroom, encourage students to continue as interviewers: ask about different words in the language, ask follow-up questions, and practice inquiry-based learning through analyzing the props/artifacts that their peers bring in and making text-to-world, and text-to-self connections.

**Critical Question:**

How do we promote the usage of students' language background and intercultural understanding?

**Resources:**

- 1. [Post-activity intercultural understanding reflection](#)
- 2. [Metalinguistic awareness worksheet](#)
- 3. [Dual Language Analysis](#)

**Conclusion and Reflection - My Multilingual Profile Journey and Language Comparison**

Jim Cummins (2007)<sup>iii</sup> in his analysis of common monolingual classrooms breaks down the assumption that using English as the sole language of instruction is the best way to teach children of multilingual backgrounds. His research joins an increasing number of studies which demonstrate the connection between use of translation, dual language books, and cognates and an increase in literacy development and identity affirmation of students.

To incorporate these empirical findings, students should continue working on their Multilingual Profile Journey worksheets previewed below and Dual Language Analysis worksheet for “Welcome to the World, Baby!” just as they had done previously for “Keeping up with Cheetah!”

Languages I know

Language	How long I've been learning this language	Where I learn this language. At school? At home?	In this language I'd like to be able to ...

**LANGUAGES I KNOW**

Urdu? French? Chinese? Russian? Spanish? Dutch? German? Italian?

Language   
I use the language \_\_\_\_\_  
I meet people who speak this language sometimes  often

Language   
I use the language \_\_\_\_\_  
I meet people who speak this language sometimes  often

Language   
I use the language \_\_\_\_\_  
I meet people who speak this language sometimes  often

at home  
at school  
to sing  
to talk  
to write  
to read  
with my friends  
with my family

<p><b>Critical Questions</b>  <i>How can we design authentic assessments that encourage and empower students to use both their L1 and their target language to make meaning of texts and identity as they improve their own literacy?</i></p> <p><b>Correlating Program of Studies Objectives</b>  2.1 Use Strategies and Cues</p>	<p><b>Homework - Paragraph Writing</b></p> <p>Paragraph writing is a foundational skill which leads to the creation of the five-paragraph essay, summary reports, and interdisciplinary writing in general. All students, regardless of their level of English language proficiency, will be asked to write the five paragraph essay in the sixth grade, and even earlier for many state and provincial standards. To prepare students for this ubiquitous assessment, strategies with students who are emergent bilinguals and multilinguals to work on how to prepare, draft, finalize, and improve their writing by using translanguaging as tools for the writing process. If students are given the opportunity to draft in their home language, they will be more confident and robust researchers and presenters.</p> <p>For this assignment, students should write a short paragraph which asks them to reflect on their peers’ presentation, to synthesize the new knowledge they have gained about different cultures and its relation to the text, and respond to research and writing. This can be done in several ways which cater to all students: after students have presented their show and tell, they can choose to write paragraphs whose first draft is in their home language and then present the final draft in English. Conversely, students who are advance can use several words from the dual language book which are not in English to create a multilingual response to their peers’ presentations. For the paragraph, students can offer a summary of what they have learned from each other about each other's cultures, or, they can select and analyze a particular student’s culture to present on. Regardless of what the student chooses, they will be asked to make a text-to-text connection by synthesizing, analyzing, and correlating two different modes of information.</p>
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">My Languages and Cultures</a></li> </ol>	<p><b>Conclusion - My Languages and Cultures</b></p> <p>To promote students’ language awareness skills both inside and outside the classroom, introduce this “My Languages and Cultures” portfolio. Students will be asked to write down whenever they come across a person, a text, or any significant source of new knowledge that introduces them to a language or a culture. As you explore dual language books, ensure that students are using this worksheet to record and reflect on the cultures and languages they are introduced to.</p>

### Lesson 3: “The Elves and the Shoemaker”

#### Critical Questions

##### **for teachers:**

*How can we promote discussion of self and identity and encourage in the English Language Arts classroom?*

*Why is it important for students to be able to connect to a text with multiple languages?*

##### **for students:**

*What’s your favorite pair of shoes?  
How much work goes into making shoes?*

##### **Resource:**

How to Use Dual Language Books  
(Attached, See Appendix 8)

#### Purpose

In this series of lesson plans, students will be working with the text “The Elves and the Shoemaker” by Henriette Barkow Jago in four renditions: **English, Bulgarian, German, and Punjabi**. Each book will be read using “dual language reading” whereby the book is read in English and the second language in intervals, page by page. Check out our resource on how to read dual-language books in the classroom by clicking on the resource on the left hand-side.

By the end of the week, students will be presenting on the core ideas of text, working individually to research on shoes and different types of cultural footwear, present their knowledge and make text-to-self connections, and finally, connect their reading literacy skills to writing **by writing an alternative ending to the story “The Elves and the Shoemaker”**.

#### Story Background

“The Elves and the Shoemaker” covers the classic Grimm’s tale told in many renditions around the world round the world of the mysterious elves and the poor, elderly shoemaker couple. This fantastical tale with supernatural elements makes it easy for students to let their imagination run wild and to connect to the story that their parents and grandparents heard. To encourage this text-to-self connection, students will be asked to display the unique shoes their own culture has for festivities, daily wear, or any other selection of their choice. South Asian students may choose to show *saleem shahi* shoes or *khusah* which are curly-toed shoes worn during important and celebratory functions such as weddings, henna parties, Diwali, Eid, and more. As students excavate prior knowledge of culture, identity, and clothing, they will be asked to dig deeper into the story’s literary elements, analyze the media provided in the picture book, and then write their own story.

#### Translanguaging and the ELA Program Objectives

The activities presented below align with critical questions to guide teaching of dual

	<p>language books to promote language development, collaboration and cultural awareness. Corresponding provincial standards for Grade 5 ELA are also included in the left hand-side.</p>
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### Critical Questions

#### *for teachers:*

*What do we know about engaging students' prior knowledge in writing to allow them to flourish as writers in the age of multiple literacies?*

#### *for students:*

*Have you ever recalled a pair of shoes that you loved? Why were these your favorite pair? Why were they important to you?*

### Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasizes the use of language to explore thoughts, ideas, feelings and experiences. Students are taught to comprehend and respond personally and critically to oral, print and other media texts and to manage ideas and information.

Furthermore, socio-developmentally, students are encouraged to collaborate with others, enhance communication and clarity of speech, and demonstrate support of ideas by their peers.

### Objectives

*By the end of the lesson, students will be able to:*

- Analyze cover art and make predictions based on factors such as color, shapes, and other media-related items
- Collaborate with their peers to present the story and its impact on their language and culture toolbox
- Compare and contrast linguistic phenomena through analysis, e.x.: semantics, phonetics, pronunciation, and etymology between four versions of the book
- Conduct online and in-person research (through interviews) about cultural footwear (provide props if desired)
- Discuss cultural traditions, values, and celebration in relation to the text
- Extrapolate meaning, storyline, plot, and more and relate it to the world around them and to themselves
- Make knowledgeable predictions of sequential events based on the story and literary elements such as character development
- Make text to self, text to text, text to world connections
- Organize and evaluate story for theme and message
- Develop a basic understanding of narrative perspective
- Become aware of the presence and importance of including different voices in a text; and understand how presenting an issue from various vantage points adds multiple layers of meaning
- Practice research skills by using both print and online sources
- Organize and synthesize facts from research
- Use critical literacy skills to view life from the perspective of a selected character in the short story
- Practice writing factual information from a specific point of view, in a narrative third person short story format
- Develop teamwork skills through working with a partner and sharing the responsibilities of research, planning, writing, and creating the final diary from the chosen character's perspective
- Plan, draft, and write an alternative ending to "The Elves and the Shoemaker"
- Read dual-language books in four languages: **English, Bulgarian, German, and**

Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:

1.1 Discover and Explore

1.2 Clarify and Extend

2.1 Use Strategies and Cues

2.2 Respond to Texts

Experience various texts

3.3 Organize, Record and Evaluate

**Punjabi** for message and structure

### **Critical Question**

#### **for teachers:**

*How can we use artifacts and students' families' histories to enliven the classroom with authentic knowledge?*

#### **for students:**

*Are shoes important in your culture?  
What are some special shoes and places you wear those shoes?*

Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:

1.1 Discover and Explore  
Express ideas and develop understanding

1.2 Clarify and Extend

#### **Resource:**

1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learns to ask questions and to see a sample of the flow of a lesson plan can be found by visiting [https://youtu.be/OuLJkd9J\\_24](https://youtu.be/OuLJkd9J_24)
2. The vocabulary-rich shoe naming game is a great warm-up for students of all levels.

### **Warm Up - What Shoes Do You Wear?**

As this entire book is about the visual appeal of shoes, the fabric, fashion, quality, and hard work which goes into making a pair of shoes – consider warming up by bringing in a pair of unique shoes you may own that are significant to you. As you display this prop, ask students about the material, explain to them where it may have been made, its purpose and why it is a special pair of shoes to you. Next, open the floor up for discussion about shoes and their significance – do the students have a favorite pair of shoes? What about shoes that their culture is known for?

#### **Family and Cultural Significance**

Allow students to do a quick web-based inquiry into what shoes their culture has. Likewise, students can go home and are encouraged to ask their family about the different footwear, its cultural significance or familial significance.

When they have found shoes that mean much to their family or to their culture, ask them to draw it out. Select volunteer students to present to the class.

#### **Promoting Vocabulary Skills**

To refresh students' memories about various names for shoes, they can play a shoe-matching game. As students go through the list, ask students to add their peers' shoes to the list. If a peer has moccasins as part of the shoes that are from their culture, add those to the list. Encourage students to explain what their shoes are called in their home language. For example, the word for slipper is *chappal* in Hindi, Urdu, and Punjabi.

(Attached, See Appendix 11)	
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**Critical Question:**

**for teachers:**

*How can students read content area text without round-robin reading?*

*How can we guide students to generate questions?*

*How can we use comprehension strategies to guide thinking?*

**for students:**

*Think about what you can see from the cover art and from the title – what will this book be about? What do you know? What do you want to know?*

**Correlating Program of Studies Objective**

1. Discover and Explore
2. Clarify & Extend
- 3.2 Select & Process

**Resources:**

- Pre-reading Analysis Worksheet for Cover Art (Attached, See Appendix 2)
- Ideas on How to Use Dual Language Books in the Classroom (Attached, See Appendix 8).

**Pre-Activity – KWL (Know, Want to know, Learned)**

*In the pre-activity, students will be making text-to-self connections by free-writing and defining the word “tradition” and “community”*

Similar to Lesson 2 which explored Ellin Keene and Susan Zimmerman's work *Mosaic of Thought* (1997, 2007), this lesson will also ask students to make significant connections to the text. The strategy-based comprehension strategies which focus on three major student connections (text-to-self, text-to-text, and text-to-world) allow students to use this schema containing personal experiences and new literary knowledge to make meaning.

***The Know-Want to know-Did-Learned-Still want to know (KWDLs) as a Strategy***

KWDLs, similar to KWL, supports multiple reading comprehension strategies. Its purpose is to not only activate students’ prior knowledge but to set the purpose for reading new texts, make predictions, to promote inquiry and task-based reading, and to establish motivation for continued research into the topic. In the traditional form of KWL, Donna Ogle in 1986 created a model where readers asked themselves, “What do I know?” “What do I want to know” and “What have I learned”. Other adaptations arose and have come to be included in the question form as “What I did” and “What do I still want/need to know?” These last two columns are added for this dual language lesson plan in particular because that is where the multilingual element is promoted.

***Explain to Students***

Explain that the KWDLs will help students by self-questioning, monitoring, and summarizing. Then, ask students to first begin by analyzing the cover art and asking themselves the first of the columned questions: “What do I Know?” From the title, cover art, and flipping through the book briefly – what can students deduce about the book? Since this is a classic Grimm’s tale, many students many have heard of it, some perhaps even in their home language! Ask students to share these stories and to summarize their thoughts and predictions about the book and check out the ideas on how to use dual language books in the classroom (Appendix 8).

***How It’s Done***

If students have never completed a KWL before, then demonstrate its usage by

**How can comprehension guides such as KWLs guide thinking and promote language learning for ELLs?**

With the adjustment of a KWL to include the “D” for “did” and “S” for “still want to know”, we include ELLs in the ELA classroom through scaffolded learning. For example, when we teach reading comprehension strategies that specifically ask **all** students to make language comparisons, to read and discuss multilingual texts and use guides to do so, we provide the necessary supports by explaining and modeling strategies. Beyond KWLs, consider using think-aloud, study guides, and other instructional techniques.

brainstorming out loud with the class. Discuss what you wrote in the K column and move onto to the W column. List what the students may want to know. As you move along reading the book in different languages, probe your students to ask questions pertaining not only to the content, but to the linguistic variation (similarities, differences, vocabulary, grammar, etc.) that differ between the books.

K: What do students **know** about the topic? What do you know about these words individually? What are elves? Who is a shoemaker? What do you know about the language that is being spoken? Have you ever heard Bulgarian, German, or Punjabi before? Where?

W: What do you **want** to know about this book as it is represented in different languages? What are some key words or questions that you have that you wish you could ask the author? What do you want to ask the guest speaker about his/her language? Write down the questions here.

1. Students should make predictions on the book here.
2. Before reading, list the possible characters, plot, and what events could take place.

L: What have you **learned** from this book? What are the main messages, themes, and topics that you and your class uncovered? What are some important words in German, Punjabi, and Bulgarian that you think are unique in their translation? Use your [Dual Analysis Worksheet](#) and this KWLDS to write down these important words and discuss their meaning with your class. What did you learn about your peers’ traditions? Write those down here also!

1. Read the book and pause at important details that confirm or elaborate on students’ predictions based on the title and cover.
2. If students predicted that the elves and the shoemaker were enemies, for example, pause on the page where there is a mysterious helping force and ask students to predict who it could be.
3. Ask students to take notes and compare between their prediction under “W” and their new knowledge under “L”
4. Read the book to a point just before the final significant event where the elves are revealed.

5. Ask students to summarize what they has happened so far in the story, noting their comments on the board or on chart paper, so that they can refer to the information as they work on their own endings for the story.

D: What did you **do** as a result of your questions? What research, discussion, and ideas did you come up with?

1. Ask students to now read the rest of the story and to connect what they had predicted between what really happened in the story.
2. What did their classmates predict?

S: What do you **still** want to know? What questions are tugging at you that make you want to write your own version of the story? What would that story look like?

1. If they were to re-write their story based on their prediction, what would this story look like?

Using this KWLDS, students will begin to formulate the ways that their perspective could be used to make their own ending. Use this comprehension strategy guide to promote thinking and creativity as they get deeper into the mechanics of the writing assignment.

## Critical Questions

### **for teachers:**

*What is the importance of students learning to write from a different perspective?*

*How can we teach vocabulary to ELLs and empower them as resources of knowledge for their peers?*

*How do I incorporate kinesthetic elements into my teaching?*

### **for students:**

*Can you recall the elements of a short story from “Keeping Up with Cheetah!”? Imagine how the story you read this week, “The Elves and the Shoemaker” could be rewritten into your own personalized short story!*

*Think about German, Punjabi, and Bulgarian as languages—what are some of the cool words you learned today? How can you incorporate these words in your story ending?*

### **Correlating Program of Studies Objectives**

**1.2 Clarify and Extend**

**2.2 Respond to Texts**

**2.3 Understand Forms, Elements**

## Activity - Multilingual Collaboration and Making Connections (Finish the Story)

Students will practice narrative writing with this reading extension activity. They will be asked to write an alternate ending to the story “The Elves and the Shoemaker” which has been read in four different languages. This activity addresses Alberta Program of Studies objectives for reading literature and writing.

### **Why Write from a Different Perspective?**

When students are provided with the opportunity to use their imagination and apply new knowledge of vocabulary, character development, and plot into their own writing, they achieve the highest order thinking on Bloom’s Taxonomy of “creating” and synthesize all their language skills.

Students therefore gain and opportunity to:

- Imagine an alternate ending to a classical story
- Place themselves inside the mind of a character and develop it from the inside out
- Learn about predictable and reasonable scenarios
- Integrate writing in a fluid and authentic way
- Use their home language to brainstorm, research, discuss, and draft and polish in English
- Share their pieces with their peers, support and critically examine their writing

### **How will it be done?**

To get your students into thinking about alternate versions of a story, read a selection of international Cinderella stories (attached in “Resources”). Or, consider asking those students who have heard a rendition of this story to share their version to the entire class.

Now that you have worked with KWLDs, encourage students to write down the various new words that they used in a small sheet of paper. Put these words in a box and tell students that they will be all choosing five words to include in their story that are from the three new languages they explored. They can also use words in their own language that they think will add a new perspective!

## and Techniques

### 2.4 Create Original Text

### 3.2 Select & Process

### 3.3 Organize, Record and Evaluate

### 3.4 Share & Review

### 4.1 Attend to Conventions

### 5.1 Respect Others & Strengthen Community

### 5.2 Work within a Group

#### Resources:

1. To gain a better understanding of the popularity and ubiquity of Cinderella stories around the world, visit

<https://fairytalez.com/blog/cinderella-international-versions/>

1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learners to ask questions and to see a sample of the flow of a lesson plan can be found by visiting

[https://youtu.be/OuLJkd9J\\_24](https://youtu.be/OuLJkd9J_24)

2. Dual Language Analysis worksheet (Attached, See Appendix 4)

Pair students strategically: if students are beginner bilinguals, pair them with a student with whom they can have meaningful conversation about the task and come up with ideas for the alternative ending without falling behind. In pairs, ask students to share each other's stories and KWDLs – what were some questions they had? What was their perspective?

Write the definition of “perspective” and “alternative” on the board and explain to students that you will be revisiting the story and editing it for an alternative ending!

#### *Building Different Perspectives*

Through translanguaging, group work, and incorporating extension activities, this lesson plan on building different perspectives through alternate ending articles combines higher order thinking skills but also reaches students who are beginner bilinguals.

1. Using the list of characters and roles, write this important information on the board so students may refer to it as they begin crafting their own endings.
2. If their prediction was too far from the story, explain to students that they should begin about 2/3 of the way into the story to create an ending which makes sense and transitions well. Use the short story plot diagram to help students recall the important points of a story.
3. Explain that their ending must connect to information that was read during the beginning and/or middle of the story and that the story has to make sense.
4. **Integrating kinesthetic learning:** ask students to write down five words which they learned throughout the story reading in German, Bulgarian, and Punjabi. Put these words into a ‘mystery box’. Each student must now select five words from the box to include in their story.
5. **Integrating visual learning:** Pass out drawing materials, and ask students to draw and/or write their endings. This is particularly helpful for paired ELLs who may want to draft using visual elements, write in their home language, and rewrite and polish in English.
6. As students are working on their alternative endings, remind them of the resources that are at their disposal
  - the KWLDs chart
  - the list of characters and story elements

- the new words in different languages that they can integrate anywhere in their alternative ending
7. and the storybook itself which shows the style and original ending
  8. Once students have drawn their endings, ask them to share their drawings with the group.
  9. Encourage students to share their work, with the help of a partner if needed, and remind students that imagination is welcome and that all endings show a different perspective and reflect a valid point!
  10. Discuss similarities and differences among students' endings and ask them to explain the choices that they have made.
  11. Before their final version which students will complete for homework, ask students to self-assess during class with the following questions:
    - Did the alternative ending connect to the details from the story?
    - Did you draw on the new languages you learned and use them in the story?
    - Does your alternative ending change the climax?

#### ***Extensions for Advanced Students***

Have students share their writing and illustrations with family members. Think about exploring more stories a range of stories that focus on variations to explore the ways that different readers and writers can think differently about the same basic story elements. Use examples of one story told in multiple ways, such as variations of *James and the Giant Peach* or similarly longer works and well-known words, which relate to the ELA Grade 5 level.

#### ***Accommodations and Scaffolding for Multilingual Students***

Ask students to create new book covers that include details and clues that predict the endings of the books that they explore. Students can write the title in their home language and in English. If students are more emerging than beginner, consider asking students to write a bilingual synopsis of the book in their alternative ending as well!

***Translanguaging Integration***

The students can be not only paired in their home language for the alternative ending assignment, but they can edit and finalize their work in English before they hand in the work as well.

<p><b>Critical Question:</b>  <i>How do we promote the usage of students' language background and intercultural understanding?</i></p> <p><i>How can we extend student thinking and prepare English Language Learners?</i></p> <p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Post-activity intercultural understanding reflection (Attached, See Appendix 8)</li> <li>2. Metalinguistic awareness worksheet (Attached, See Appendix 3)</li> <li>3. Dual Language Analysis (Attached, See Appendix 4)</li> </ol>	<p><b>Conclusion and Reflection - My Multilingual Profile Journey and Language Comparison</b></p> <p>In order to understand how students construct meaning, we must provide multiple opportunity and resources for students to use their background knowledge and new classroom information to construct meaning. This is a crucial point especially for English Language learners. There may be a great deal of background in their first language but may differ slightly for monolingual English speakers. The more time we provide for all students to make connections and reflect on background knowledge, the more we alleviate comprehension difficulties (Aguilar, Fu, &amp; Jago, 2007)</p> <p>Ask students to reflect on the four languages they read “The Elves and the Shoemaker” in. To guide this reflective exercise, a sample of a successfully implemented worksheet called “Dual Language Books Response Questions” can be found below. To extend this metalinguistic analysis, encourage students to keep using their dual language analysis and other reflective worksheets found on the left hand side under “Resources”.</p>
<p><b>Critical Questions</b>  <i>How can we design authentic assessments that encourage and empower students to use both their L1 and their target language to make meaning of texts and identity as they improve their own literacy?</i></p> <p><b>Correlating Program of Studies Objectives</b></p>	<p><b>Homework –</b>  Students should finish their final alternative ending in English with accompanied pages of colored and drawn out pictures which demonstrate their ability to connect visual elements, character, and plot to their work.</p>

<p><b>3.4 Share &amp; Review</b></p> <p><b>4.1 Enhance &amp; Improve</b></p> <p><b>5.1 Respect Others &amp; Strengthen Community</b></p>	
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. My Languages and Cultures (Attached, See Appendix 7)</li> </ol>	<p><b>Conclusion - My Languages and Cultures</b></p> <p>To promote students' language awareness skills both inside and outside the classroom, introduce this "My Languages and Cultures" portfolio. Students will be asked to write down whenever they come across a person, a text, or any significant source of new knowledge that introduces them to a language or a culture. As you explore dual language books, ensure that students are using this worksheet to record and reflect on the cultures and languages they are introduced to.</p>

**Lesson 4: “Augustus and His Smile” by Catherine Rayner**

**Critical Questions**

***for teachers:***

*How can students use multiple modes of representation to connect text and go beyond the book?*

***for students:***

*How can I use dance and drawing as a way to show my understanding?*

**Resource:**

How to Use Dual Language Books (Attached, See Appendix 8)

**Purpose**

In this series of lesson plans, students will be working with the text “Augustus and His Smile” by Catherine Rayner in four renditions: **English, Arabic, Vietnamese, and Russian**. Each book will be read using “dual language reading” whereby the book is read in English and the second language in intervals, page by page. Check out our resource on how to read dual-language books in the classroom by clicking on the resource on the left hand-side.

***Story Background***

“August and His Smile” is a poetic story about a tiger who has “lost his smile”. This beautifully illustrated book can be extended to create a plethora of student activities and projects. Themes can include emotional and physical health, animals of the forest, geography, and endangered species. This last topic will be one of the foci of this lesson. By introducing a traditionally science-based topic, teachers can use their students’ multiple intelligences in the area of STEM to not only strengthen their English literacy skills, but their science content area knowledge as well.

Augustus’ short story on his journey to find his smile is accompanied by dramatic and colorful illustrations which draws the reader’s attention and personifies Augustus into a living, breathing character. With this personable protagonist, students will be launched into research and activities.

***Translanguaging and the ELA Program Objectives***

The activities presented below align with critical questions to guide teaching of dual language books to promote language development, collaboration and cultural awareness. Corresponding provincial standards for Grade 5 ELA are also included in the left hand-side.

**Critical Questions**

**Objectives**

***for teachers:***

*How do I keep my students engaged and building their critical literacy skills while reading a simple and short story?*

**Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:**

**1.1 Discover and Explore**

**1.2 Clarify and Extend**

**2.1 Use Strategies and Cues**

**2.2 Respond to Texts**

**3.1 Plan and Focus**

**3.2 Select and Process**

**3.3 Organize, Record and Evaluate**

**3.4 Share and Review**

**4.3 Present and Share**

**5.1 Respect Others and Strengthen Community**

**5.2 Work within a Group**

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasizes the use of language to explore thoughts, ideas, feelings and experiences. Students are taught to comprehend and respond personally and critically to oral, print and other media texts and to manage ideas and information.

Furthermore, socio-developmentally, students are encouraged to collaborate with others, enhance communication and clarity of speech,

*By the end of the lesson, students will be able to:*

- Analyze cover art and make predictions based on factors such as color, shapes, and other media-related items
- Collaborate with their peers to present the story and its impact on their language and culture toolbox
- Excavate prior knowledge on animals and related vocabulary through class-wide word web
- Compare and contrast linguistic phenomena through analysis, e.x.: semantics, phonetics, pronunciation, and etymology between four versions of the book
- Discuss cultural traditions, values, and celebration in relation to the text
- Make text to self, text to text, text to world connections
- Organize and evaluate story for theme and message
- Research interdisciplinary topics such as ecosystems, endangered species, and more
- Organize and synthesize facts from research into a Gallery Image slideshow presentation

and demonstrate support of ideas by their peers.

Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:

### Critical Question

*for teachers:*

*How can we integrate what we know about home language transfer and translanguaging into our teaching?*

*for students:*

*What do I know in science, arts, and history that I can use in my English class?*

### Correlating Program of Studies Objectives

**1.1 Discover and Explore**

**1.2 Clarify and Extend**

**2.1 Use Strategies and Cues**

**2.2 Respond to Texts**

### Warm Up – Animals and Ecosystems Semantic Map

#### *Animals in the Jungle – Ecosystems*

In order to touch upon students’ prior knowledge of the themes which will be covered in this book, warm up the students by creating a semantic map with them with the word “Ecosystem” in the middle? Semantic mapping are a type of graphic organizer which helps connect words and meaning through prior knowledge excavation and new knowledge connection. Semantic maps help students, especially multilingual and struggling students, to identify, understand, and recall the meaning of words that will be read in the class.

#### *Promoting Vocabulary Skills*

“August and his Smile” and other dual language books are opportunities to invoke prior knowledge, connect with home language vocabulary, and to promote discussion between students with content they recall from other classes. How is this done while integrating translanguaging and promoting vocabulary?

1. **Explain:** Begin by first focusing on a word that relates to the theme of the text, or a word from the text itself. If you are using technology, feel free to open up the app or document and write the word in bold in the middle of the page, otherwise, write “ecosystem” in a circle on the board.
  - Pronounce the word and ask students to volunteer what “ecosystem” means in their language. Is there a word for it?
2. **Demonstrate:** Begin by thinking aloud about what word comes to mind when you read the focus word, “ecosystems”. For example, your response might be “animals”. Write that word down on a different section of the board/computer screen and gather students’ responses there as well.
3. **Guide:** Guide students to work with a partner and come up with words that work with the focus word. Write the students’ responses on the board. Think aloud about potential categories that are forming. For example, if students start giving examples of different types of ecosystems, “rainforests”, “Sahara desert”, etc. then you can group that under “types”. Draw a line from the focus word to another oval and write down “Types” in

**How can comprehension strategies, such as Semantic Maps, to fully involve multilingual speakers?**

Johnson & Pearson (1984) developed the semantic map to help students activate prior knowledge and organize it about a specific topic. Using semantic maps before reading a text is a diagnostic way of assessing students' background knowledge, to discern which students have previous understanding, and to provide a starting point for teaching. When students focus on a topic together as a class, multilingual students are able to contribute with knowledge in native language with a partner, to create a rich web of interconnected knowledge, and to apply home language skill into English.

**Resource:**

1. For information on how to scaffold in the multilingual classroom, visit [https://youtu.be/0uLJkd9J\\_24](https://youtu.be/0uLJkd9J_24)
2. There are many technology tools that can help students create semantic maps (and other graphic organizers which can guide thinking). A great resource for such graphic organizers is

that oval followed by extruding lines which include student responses. Then, invite students to work with their partners and determine categories for the remaining responses.

3. **Practice:** Invite students to create their own concept map using the words that they may have missed with their partner and some which were not taken up on the board. This is their opportunity to include drawings, depictions, and include as much knowledge from science and geography as they can.

**Integrating Translanguaging:** Following the same procedure, ask student partners to explore words in their home language first and to challenge themselves to write as many related words as they can and to work together to transfer those words into English. These words can be written side by side with English words on the students' semantic maps.

*Example*



<a href="http://www.readwritethink.org/classroom-resources/printouts">www.readwritethink.org/classroom-resources/printouts</a>	
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**Critical Question:**

**for teachers:**

*How can we teach our children to use drama and dance as a mode of representation?*

**for students:**

*Why is dance important?*

*What can you show with your body language that you wouldn't be able to only explain with words?*

**Correlating Program of Studies Objectives**

**3.1 Plan and Focus**

**3.2 Select and Process**

**3.3 Organize, Record and Evaluate**

**Resources:**

- Pre-reading Analysis Worksheet for Cover Art (Attached, See Appendix 2)
- Ideas on How to Use Dual Language Books in the Classroom (Attached, See Appendix 8)
- This lesson plan is based on teacher practices which include dance and physical movement in the classroom. For more information on how to integrate dance in the mainstream ELA classroom, read about the benefits of this teaching strategy on the John F. Kennedy Center for the Performing Arts webpage: <https://tinyurl.com/y8cwcxg7>

**Pre-Activity – Animal Dance!**

Jayne Karsten and Lisa Resnick of the Kennedy Center describe the integration of drama, dance, and physical movement in the English Language Arts classroom. Along the lines of Neil Flemig's VARK Model (Visual, Auditory, Read/Write, and Kinesthetic) modalities, the animal dance pre-activity draws a group of students' strengths which are often ignored in the ELA classroom: kinesthetic learners. Flemig's VARK model describes kinesthetic learners as those who need frequent breaks, create cards, and require hands-on activities in the classroom.

One of the purposes of dance in the classroom is to clarify the text for students and to provide an opportunity for creative imagination and relation to the text through translation onto physical movement. In "Augustus and His Smile", the book is full of movement and narration, and a rhetoric style that is symbolic in nature. To extrapolate this, students can be asked to think about sustained imagery, parallelism, alliteration, rhythm and rhyme, characterization and theme as they move around in their own mini jungle that is the classroom.

**Explain to Students**

Students can get a glimpse of the story through the colorful pages in the book. Skim through the book and ask students what they think the book will be about? What prediction can they make based on skimming through, the title, and the cover page? Think aloud with the students and tell them what you do when you are feeling low or when you have lost your smile. Elicit responses from the students and explain to them that all mammals feel sad and experience a breadth of emotions, just like humans who are mammals. Students should begin recognizing these terms from their science classes as well. Next, tell students that in this particular story, Augustus tries to find his smile by exploring! This is what they will do today.

**How It's Done**

1. Pick a fun, active song to play in class, one which is good to dance around in.
2. Warm up the students:

**How can we use dance to promote language skills in multilingual speakers?**

Dance in the classroom can be used as a tool for creating bonds between students, for reinforcing vocabulary through a method other than translation, and for allowing groups of students who are multimodal (readers/writers and kinesthetic learners) to explore their strengths in multiple ways of representation.

- Make huge smiles.
  - Find a space where you can safely move around
  - Jumping two feet to two feet. Bend legs to start and finish.
  - Leaping one foot to the other.
  - Stand still.
  - Stretching arms and fingers. Slowly stretch arms one at a time then fingers.
  - Relax and listen.
3. Ask students to imagine that they are an animal in the forest: a monkey, a tiger, an elephant, an active animal! They can use animals that your class came up with on the word web!
4. Children can work on their own or in twos. Let the children come up with ideas as to how the animals you have chosen would move. Pick some children who are imitating an animal particularly well to demonstrate to the class.
5. Now choose a starting position for the dance. All the children could do the same thing, or you could let the children choose which animal shape to use.
6. Create dance by listening to music and deciding which animal the music is depicting. Children can move all at the same time or perhaps have different animals moving at different times.
7. The dance can be made as simple or difficult as you wish.
8. Below is an example dance you can practice with your students:
- Stretching arms and fingers. Slowly stretch arms one at a time then fingers.
  - Crawling forwards.
  - Stop and listen.
  - Crawling backwards.
  - Stand up and listen.
  - Climbing trees. Pull and stretch with arms.
  - In a space, splashing in water. Jump, kick legs and swing arms.
  - Stand still and listen.
  - Find a space.
  - Happy dancing. Use your whole body to dance.
  - Happy dancing around room.

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|  | <ul style="list-style-type: none"><li>• Stand still.</li><li>• Huge smiling faces, and repeat.</li><li>• Jumping two feet to two feet. Bend legs to start and finish.</li><li>• Stand still and listen.</li><li>• Clap your hands and stand still.</li></ul> |
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## Critical Questions

### **for teachers:**

*How can we make student writing connect to their ability to summarize and create a visual representation of their thinking?*

*How can we integrate technology in the classroom in meaningful ways that will support interdisciplinary teaching and the multiple perspectives that each content area requires?*

### **for students:**

*What are the important questions that you must ask during a research project?*

*How does sketching represent your thinking and help you to understand what you read?*

## Correlating Program of Studies Objectives

### 3.4 Share and Review

### 4.3 Present and Share

### 5.1 Respect Others and Strengthen Community

### 5.2 Work within a Group

### Resources:

1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learns to ask questions and to see a sample of the flow of a lesson plan can be found by visiting

## Activity – Interdisciplinary Gallery Image Presentation on Endangered Species (Science and English)

### **Why an interdisciplinary project?**

Interdisciplinary research projects are usually combined in project-based learning to help stimulate students’ knowledge across the content areas. The interdisciplinary approach works not only because of the connections they find among content ideas, but also because they thrive on the coherent development of their creative and independent learning skills. When students in late elementary/middle school experience a continuum of interdisciplinary project assignments from grade 6 to 7 to 8, they can develop the knowledge, skills and stamina for independent learning that are required for success in high school, college and the world of work. As teachers, librarians, and technology specialists design project-based instruction together, they can focus on the content, ideas, concepts and themes that authentically draw upon and connect different disciplines. In this lesson plan for example, students will create a visual presentation using multimedia resources (videos, photos, and through Prezi or PowerPoint) and describe the impact and history of an endangered species.

### **Dual Language Reading**

#### Focus: Literary Devices and Dual Language Comparison

As the students are reading the books in **Arabic, Vietnamese, Russian, and English**, think aloud about the rhythm of the words and the alliteration and its effect:

*“He pranced and paraded through the largest desert, making shadow shapes in the sun.”*

Ask students to think about how those words sound? What do the similar sounds do to the reader and listener?

Compare this line to a reading of Arabic, how does the rhythm differ?

#### Focus: Artwork and Symbolism

Do the students notice Augustus’ tale? How about his smile? When is the tail more curled? What happens to his smile throughout the story? Why do the students think

<p><a href="https://youtu.be/0uLJkd9J_24">https://youtu.be/0uLJkd9J_24</a></p> <ol style="list-style-type: none"> <li>2. Dual Language Analysis worksheet (Attached, See Appendix 4)</li> <li>3. For this interdisciplinary class-wide reading and research projects, visit the National Geographic Endangered Species page, <a href="https://www.nationalgeographic.com/animals/mammals/s/siberian-tiger/">https://www.nationalgeographic.com/animals/mammals/s/siberian-tiger/</a></li> <li>4. What are some other endangered species? To provide your students with a trusted source, visit the World Wildlife Foundation’s endangered species page, <a href="https://tinyurl.com/n4yvf6m">https://tinyurl.com/n4yvf6m</a></li> <li>5. For Spanish speaking students who would like to conduct their research in Spanish, visit National Geographic in Spanish, <a href="http://www.ngenespanol.com/">http://www.ngenespanol.com/</a></li> </ol>	<p>that the artist chose to make Augustus so big that he took up two pages (on the pages with the beetles) and sometimes so small that he was nearly hidden (on the pages with climbing trees)?</p> <p><u>Focus: Listening to Essential Vocabulary</u> Using the Dual Language Analysis worksheet on the left hand side, ask students to begin writing down words that they hear continuously. They can interrupt the reader to ask for the meaning of a particular word, or make connections with what they think it could mean. As a teacher, write down essential words when you hear them and ask the guest speaker to do the same.</p> <p>It is essential to build a word bank of key words that students will hear as the story progresses.</p> <p><b><i>How will it be done?</i></b> Using multimedia resources and the words from Arabic, Russian, and Vietnamese which students have been exposed to – tell students that they will be responsible for doing a brief project on an endangered animal.</p> <p>Students will use multimedia (photos, videos, sketches) to represent text information that they find through research. Students will work in pairs when curating and describing the images. This teaching idea when used with reading supports comprehension strategies of making connections, visualizing, summarizing, and argument. Follow the steps below:</p> <p><u>Multimedia &amp; Research</u> <b>Explain:</b> Gallery images support multiple comprehension strategies, including making connections, visualizing and summarizing. This Gallery Images Presentation will be twofold: one part will be research conducted using the National Geographic and WWF website; both links are on the left hand side. From here, students will begin researching on a species of their choice. The second part will be a PowerPoint presentation consisting of six – eight slides where students tackle important topics related to their endangered animal and guide the class through a</p>
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gallery walk of their animals.

**Demonstrate:** After students have read the book, extrapolated important multilingual words, and completed the dual language analysis worksheet, re-introduce the text for a new purpose: for studying the scientific element of tigers and their habitats. This book is replete with important images, key words that relate to science, and can easily transition into an interdisciplinary project. Pair students off and re-read the text together as a class. Open up National Geographic's Siberian Tiger page on the left hand side. Read the first few facts about Amur/Siberian Tigers. These are the tigers which the story "Augustus and His Smile" are based on! Amur tigers are endangered and there are only 540 of them left in the world! Read the first paragraph with your students and ask them to think about an image in their mind that the text could represent. Sketch this up on the board for your students to see. Discuss your sketch with your students. Then, encourage the students to sketch their own image. Ask students to read the next paragraph of the article in their groups and think of a separate image that they could sketch. Then, ask them to post it next to the first image. Ask students to write a description of the image and summarize the paragraph they read about the tiger under each sketch. They should also label the sketches. Next, discuss with the students how the two images represent the text.

**Guide:** Organize students into partners and guide them through the Gallery Images work. First, begin by asking students to open up the endangered species website and to select an animal that they would like to create a gallery image presentation for. Ask students to read their texts aloud to each their partners and to think about six to eight images that they can sketch along the following topics:

- Habitat – where does the animal live?
- Endangerment – why is the animal endangered?
- Population – how many of its kind are left?
- Threats – what are specific threats to the animal's survival?
- Importance – why does this animal matter? What role does it play in the ecosystem?

- Helpers – who is helping this animal? What is being done to ensure its safety?

After students have answered these questions through their research, they should sketch images of their animal describing these various contexts.

**Practice:** Invite students to work with their group members to create and discuss the images. When the Gallery Images are completed, help students to take photos of their artwork and upload it on a computer so that they can create slideshow online. Students should use words that they learned in the dual language books. For example, “forests”, “trees”, “birds” are all words that can potentially be integrated into their presentations. Each slide should have the image, image title, and a brief description that will help students as they present their animal.

**Reflect:** Reflect on how we can make connections, visualize, and summarize when we use our own artistic abilities, new information and research, and connect it to a text.

#### ***Extensions for Advanced Students***

Advanced students should be given the freedom to go beyond the activities completed in class and can do so by writing a small research paper on their animal. A one to two page length research paper which further highlights the endangered species, its threats, and the environmental impact can all be researched, summarized, and written in the words of the student if they are in need of extended activities.

#### ***Accommodations and Scaffolding for Multilingual Students***

Student research is a highly important literacy skill, but there are a plethora of multilingual resources online to guide this process. Check out Spanish National Geographic, in the resource bar, and there are many similar websites which can provide students with information in their home language to be used in conjunction

with the English articles to help build literacy in both languages!

***Translanguaging Integration***

The students can be not only paired in their home language for the research portion, but all students should be encouraged to use words from the dual language books they have read.

<p><b>Critical Question:</b>  <i>How do we promote the usage of students' language background and intercultural understanding?</i></p> <p><i>How can we extend student thinking and prepare English Language Learners?</i></p> <p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Post-activity intercultural understanding reflection (Attached, See Appendix 6)</li> <li>2. Metalinguistic awareness worksheet (Attached, See Appendix 3)</li> <li>3. Dual Language Analysis (Attached, See Appendix 4)</li> </ol>	<p><b>Conclusion and Reflection - My Multilingual Profile Journey and Language Comparison</b></p> <p>In order to understand how students construct meaning, we must provide multiple opportunity and resources for students to use their background knowledge and new classroom information to construct meaning. This is a crucial point especially for English Language learners. There may be a great deal of background in their first language but may differ slightly for monolingual English speakers. The more time we provide for all students to make connections and reflect on background knowledge, the more we alleviate comprehension difficulties (Aguilar, Fu, &amp; Jago, 2007)</p> <p>Ask students to reflect on the four languages they read “August and His Smile” in. To guide this reflective exercise, a sample of a successfully implemented worksheet called “Dual Language Books Response Questions” can be found below. To extend this metalinguistic analysis, encourage students to keep using their dual language analysis and other reflective worksheets found on the left hand side under “Resources”.</p>
<p><b>Critical Questions</b>  <i>How can we design authentic assessments that encourage and empower students to use both their L1 and their target language to make meaning of texts and identity as they improve their own literacy?</i></p> <p><b>Correlating Program of Studies Objectives</b>  <b>2.4 Create original text</b></p>	<p><b>Homework</b>  Students should continue working on their dual language analysis worksheets and write a paragraph about their animal using at least two words from Arabic, Russian, and Vietnamese.</p>
<p><b>Resources:</b></p>	<p><b>Conclusion - My Languages and Cultures</b></p>

<p>1. My Languages and Cultures profile (Attached, See Appendix 7)</p>	<p>To promote students' language awareness skills both inside and outside the classroom, introduce this "My Languages and Cultures" portfolio. Students will be asked to write down whenever they come across a person, a text, or any significant source of new knowledge that introduces them to a language or a culture. As you explore dual language books, ensure that students are using this worksheet to record and reflect on the cultures and languages they are introduced to.</p>
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## Lesson 5: “Grandma’s Saturday Soup” by Sally Fraser & Derek Brazell

### *Critical Questions*

#### **for teachers:**

*How can students use multiple modes of representation to connect text and go beyond the book?*

#### **for students:**

*How can I use dance and drawing as a way to show my understanding?*

#### **Resource:**

How to Use Dual Language Books (Attached, See Appendix 8)

### **Purpose**

In this series of lesson plans, students will be working with the text “Grandma’s Saturday Soup” by Sally Fraser and Derek Brazell in four renditions: **English, Albanian, Japanese, and Swahili**. Each book will be read using “dual language reading” whereby the book is read in English and the second language in intervals, page by page. Check out our resource on how to read dual-language books in the classroom by clicking on the resource on the left hand-side.

### **Story Background**

“Grandma’s Saturday Soup” is a short story about a little girl Mimi who misses her grandmother and thinks of her throughout her week. Her grandma’s special Saturday Soup anchors the stories and Mimi’s memories of time spent with her grandmother as well as descriptions of Jamaica, a place her grandmother fondly remembers.

### **Translanguaging and the ELA Program Objectives**

The activities presented below align with critical questions to guide teaching of dual language books to promote language development, collaboration and cultural awareness. Corresponding provincial standards for Grade 5 ELA are also included in the left hand-side.

### *Critical Questions*

#### **for teachers:**

*How do I keep my students engaged and building their critical literacy skills while reading a simple and short story?*

**Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:**

**1.1 Discover and Explore**

**1.2 Clarify and Extend**

### **Objectives**

*By the end of the lesson, students will be able to:*

- Analyze cover art and make predictions based on factors such as color, shapes, and other media-related items
- Collaborate with their peers to present the story and its impact on their language and culture toolbox
- Review the definitions of simile and metaphor
- Identify examples of similes and metaphors in poetry
- Create original similes and metaphors to demonstrate understanding of figurative language
- Interpret the use of similes and metaphors
- Compare and contrast linguistic phenomena through analysis, e.x.: semantics, phonetics, pronunciation, and etymology between four versions of the book

**2.1 Use Strategies and Cues****2.2 Respond to Texts****2.3 Understand Forms, Elements and Techniques****2.4 Create Original Text****3.1 Plan and Focus****3.3 Organize, Record and Evaluate****3.4 Share and Review****4.1 Enhance and Improve****4.2 Attend to Conventions****4.3 Present and Share****5.1 Respect Others and Strengthen Community****5.2 Work within a Group**

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasizes the use of language to explore thoughts, ideas, feelings and experiences. Students are taught to comprehend and respond personally and critically to oral, print and other media texts and to manage ideas and information.

Furthermore, socio-developmentally, students are encouraged to collaborate with others, enhance communication and clarity of speech, and demonstrate support of ideas by their peers.

- Discuss cultural traditions, values, and celebration in relation to the text
- Make text to self, text to text, text to world connections
- Organize and evaluate story for theme and message

<p>Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:</p>	
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**Critical Question**

**for teachers:**

*Can we teach literary figures and devices in natural contexts such as music?*

*Why is it important to connect students' real lives to the content taught in the classroom?*

**for students:**

*Where do I see examples of interesting language use in the music I listen to?*

*What is a simile?*

*What is a metaphor?*

*What is the figurative meaning of the simile or metaphor in the song?*

*Why do people use comparisons?*

*What is the importance and effect of figurative language on readers or listeners?*

**Correlating Program of Studies Objectives**

**1.1 Discover and Explore**

**1.2 Clarify and Extend**

**2.1 Use Strategies and Cues**

**2.2 Respond to Texts**

**Warm Up – Teaching Simile, Metaphor, and Literary Devices through Katy Perry’s “Firework”**

Students’ ability to recognize literary devices as real-life practices used in speech, music, art, and information around them is essential not only for reinforcing new knowledge but for reminding them of the relevance of classroom content for real world skills.

In this warm-up, students will listen to, read, and analyze “Firework” by Katy Perry, a popular song which is replete with metaphors and similes.

Students will then transfer this knowledge into their dual language reading of “Grandma’s Saturday Soup” and use the same graphic organizers. For their final activity, students will write two poems demonstrating their mastery of this figurative language and incorporate words from the many languages explored in the class.

**Explain:** As students enter the room, explain that today they will be reviewing similes and metaphors by reading the book “Grandma’s Saturday Soup” in English, Albanian, Japanese, and Swahili. Remind students that these figurative language devices allow authors to compare two unlike things. By using comparisons authors are able to explain something more deeply in fewer words. Pass out the T-chart.

Tell students they will be listening to parts of popular songs that use similes and metaphors. First begin by reviewing what a simile is and what a metaphor is. These are two basic figurative terms that students should know by now, but if they are unfamiliar with them, refer to the following examples:

1. The parrot looked like a bouquet of flowers.
2. My mom is an energetic hummingbird!

Explain to students that similes use “like” or “as” when describing two things and metaphors are stronger because they don’t use “like” or “as” but compare two things directly. Which one is a simile and which one is a metaphor? Work with students and

**Why is song a motivational tool for all children? How can we use this tool to motivate advanced learners and to include English language learners?**

Genia Connell (2014), a Scholastic teacher expert, refers to the use of songs in the classroom as “close listening”, a term mirroring “close reading”. Close listening requires students to listen for theme, message, and for application of grammatical concepts. In her experience, music instantly motivates students by sparking their interest as they are often surprised to find that their favorite songs contain literary devices and figurative language. ELLs are included in these unique lessons because it serves as a cultural exchange opportunity according to Adam Simpson of the British Council (2015).

[iv](#)

**Resource:**

1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learners to ask questions

provide further examples if necessary.

Explain to students that as they listen to the song, they will also read the lyrics displayed as each song plays in order to identify the use of simile and metaphor. Ask students to write down the examples of similes and metaphors as they listen to the song in the correct part of the T-Chart.

Students should leave a space between their examples so that they can write down thoughts and interpretations for why certain lines are metaphors/similes.

**Demonstrate:** Play the TeacherTube video clip in the resource bar on the left hand side. This clip shows lyrics from popular songs that use similes and metaphors. Play the clip through the whole way without stopping once. Then, play the clip and pause when the lyrics are on the screen to give students a chance to fill in their T-charts. They should sort pieces of the lyrics into either the "simile" or "metaphor" columns.

As students fill in their charts, circulate the room to check for understanding.

If a student puts a lyric in the wrong column, ask clarifying questions like "What is a simile? What is a metaphor? Should this lyric be moved to a different column?" Also, students should be interpreting what the chosen simile or metaphor means. Ask questions like, "What is being compared?" "Why would the singer want to compare these two unlike items?"

Teacher and students should come back together and discuss what students placed on their T-Chart. The teacher can provide corrective feedback where needed. Teacher and students can discuss these questions:

- What is the effect of similes and metaphors in the songs?
- How does it change your emotion/how does it affect you as a listener?
- Why do people, especially singers and song writers, use comparisons?

and to see a sample of the flow of a lesson plan can be found by visiting [https://youtu.be/0uLJkd9J\\_24](https://youtu.be/0uLJkd9J_24)

2. The T-Chart for listing metaphors and similes in Katy Perry's "Firework" (Attached, See Appendix 13)
3. TeacherTube.com is a great resource for seeing real-life application of strategies such as music integration. Watch this video clip demonstrating Katy Perry's "Fireworks" music video and its metaphor and simile figurative language by visiting [www.teachertube.com/.../quot-fireworkquot-by-katy-perry-261035](http://www.teachertube.com/.../quot-fireworkquot-by-katy-perry-261035)
4. The British Council on is another useful resource for teachers on innovative strategies in the ELA and ESL classroom. On a resource explaining how to use songs in the ELA classroom for English Language Learners, visit <https://tinyurl.com/ydxomujb>

**Critical Question:**

**for teachers:**

What strategies and resources do readers use to figure out unknown vocabulary?

**for students:**

What are the characteristics of a metaphor?

What are the characteristics of a simile?

**Correlating Program of Studies Objectives**

**3.1 Plan and Focus**

**3.2 Select and Process**

**3.3 Organize, Record and Evaluate**

**Resources:**

- Pre-reading Analysis Worksheet for Cover Art (Attached, See Appendix 2)
- Ideas on How to Use Dual Language Books in the Classroom (Attached, See Appendix 8)
- Simile and metaphor activity cards (Attached, See Appendix 14)

**Pre-Activity – Poem Reading and Collaborative Thinking**

**Teacher Preparation**

Place the simile and metaphor activity cards in plastic sandwich bags. The cards can be found in the resources column. Make enough bags for each group of 3 – 4 students to have all ten cards.

**Explain:** Using the cover art of the book as a starting point, ask students to describe the colors, facial expressions, characters, lettering, and different details of the cover art using metaphors and similes. They can say, “the girl’s smile is as bright as the sun” or “the grandmother’s bandana is a rainbow of colors.” Encourage students to analyze various aspects of the front and back cover and analyze it using the metaphor and similes they just learned.

**Demonstrate:** Write the words *similes* and *metaphors* on the board or on the computer/interactive whiteboard. After you have distributed a bag of activity cards, explain to students that they will find ten cards with statements on them. They must try and place the cards into the two separate categories using their background knowledge of similes and metaphors.

**Practice:** After students have categorized their cards, review the answers. Ask students, what are the characteristics of similes? (Use of the words *like* or *as* to compare two unlike things). Next, ask them **what are the characteristics of metaphors? (Compare two unlike things without using the words *like* or *as*).**

**Reflect:** Ask your students to think about some ways that they describe their friends, family, the world around them using metaphors and similes. What is the difference and impact of their words when they choose more “poetic” or “figurative” or “creative” language? What are some examples of your English language learners’ cultural sayings? Are there examples of metaphors or similes that are common in their home language?

**Critical Questions**

**Activity – Poem Writing**

**for teachers:**

*How can we teach our students to use poetry as a mode of representation?*

*How can we promote critical and creative thinking in the ELA classroom for all students?*

**for students:**

*How do authors use similes and metaphors to enhance their writing?*

*How can I find the theme in a poem?*

*How can I write my own poetry and use some new words that I learned?*

**Correlating Program of Studies Objectives**

**1.2 Clarify and Extend**

**2.1 Use Strategies and Cues**

**2.2 Respond to Texts**

**2.3 Understand Forms, Elements and Techniques**

**2.4 Create Original Text**

**3.1 Plan and Focus**

**3.3 Organize, Record and Evaluate**

**3.4 Share and Review**

**4.1 Enhance and Improve**

**4.2 Attend to Conventions**

**4.3 Present and Share**

**5.1 Respect Others and Strengthen Community**

To transition from the pre-activity about various cultural sayings that are based on similes and metaphors, introduce the week's book "Grandma's Saturday Soup" which will be read in English, Albanian, Japanese, and Swahili.

**Why Poetry?**

Using poetry as a form of representation not only expands students' role from reader to author but engages them in a deeper thinking process. Asking students to write poetry and to think about figurative language in the texts they are reading offers multiple opportunities for student choice. Students can

- ✓ self-select their writing topics,
- ✓ write in response to something they have read or reflect on personal content-related experiences
- ✓ choose from a variety of formats to express their ideas,
- ✓ write collaboratively or individually (this option is especially relevant for ELLs), and
- ✓ express perspectives ranging from humorous observation to serious contemplation

**Dual Language Reading**

Focus: Literary Devices and Dual Language Comparison

As your class is reading the story, focus on the figurative language at hand. What are some of the examples that you notice of figurative language? How do they impact the reading? Ask students to think about an author's choice and how it helps build character.

Using the second page of the T-Chart, ask students to now write down the metaphors and similes which they hear in the various languages, creating an inventory of figurative language in four different languages.

Focus: Artwork and Symbolism

Do the students notice the images in the story and the colors? What does the artwork do to enhance the story? Would the story be as interesting or fun to read if the details in Mimi's hair or the larger than life images of palm trees were smaller and less colorful?

## 5.2 Work within a Group

### Resources:

1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learners to ask questions and to see a sample of the flow of a lesson plan can be found by visiting [https://youtu.be/0uLJkd9J\\_24](https://youtu.be/0uLJkd9J_24)
2. Dual Language Analysis worksheet (Attached, See Appendix 4)

Finding themes and messages in poetry can be a challenging task, especially for ELLs. For a helpful resource on searching for the theme of poem, visit

<https://tinyurl.com/y96g62mq>



3. Checklist for Repeated-Passage Poems (Attached, See Appendix 12)

Ask students to pose questions and think aloud as they read the story.

### Focus: Listening to Essential Vocabulary

Using the Dual Language Analysis worksheet on the left hand side, ask students to begin writing down words that they hear continuously. They can interrupt the reader to ask for the meaning of a particular word, or make connections with what they think it could mean. As a teacher, write down essential words when you hear them and ask the guest speaker to do the same.

It is essential to build a word bank of key words that students will hear as the story progresses.

### Focus: Themes and Message

Aside from its importance in writing the poems later on, students must be able to analyze stories for themes and messages. To encourage students to arrive at a theme in the work, use the resource in the left hand side which guides students into searching for the theme of a poem. Reading a poem can seem like a daunting task to even the most fluent speaker of English, but it becomes more seemingly impenetrable to ELLs. Analyzing a poem for theme and literary devices is yet an additional element of challenge. In this mini lesson, students will learn how to determine the theme or universal lesson of a poem by reviewing its images, sounds, and symbols. Images, sounds, symbols, and art work are all elements which can be easily found and analyzed in “Grandma’s Saturday Soup”.

After playing this video for the class, create a semantic map where you discuss the various elements of the poem and arrive at a two or three themes that the class agrees upon as based on the text and the class discussion.

### ***Writing Poetry Collaboratively – How Will It Be Done?***

**Explain:** There are a variety of poems students can choose to demonstrate their understanding of figurative language and of the themes of the story, however, as this is a collaborative poem assignment, a repeated-phrase collaborative poem is appropriate

for both enforcing the literary device element and for creating a successful and challenging assignment.

**Translanguaging Integration:** A repeated-phrase collaborative poem is written by students in small groups or pairs. After reading “Grandma’s Saturday Soup” and collecting important similes and metaphors in Albanian, Japanese, and Swahili, students will choose two passages of one to three lines in the book that they found especially meaningful or powerful. These passages should relate to the theme of the poem in the students’ perspective and as discussed by the class.

Students will work in small groups to organize the passages to evoke a mood. Now, they will create the repeated phrase and insert it after each of the passages. For example, when writing about the Great Depression in the U.S., the repeated phrase might be “We will survive”. This phrase will repeat itself after each passage. Repeated-Phrase Collaborative Poems rely on students’ understanding of what they have read, literary devices that they will incorporate, their passage selections, the way they organize their thoughts, and their ability to work together to create a unique poem reflective of the selected topic of the class.

Explain to students that they will now write 2 poems using similes and metaphors to make sure they understand the difference. One poem will use ONLY similes to compare two unlike things, and the other poem will use ONLY metaphors to demonstrate a comparison. Students will choose two different family members or friends and write a poem about each.

**Demonstrate:**

Re-read the story with the students one more time. Do they notice that a line is repeating throughout the story? Think aloud with your students about why the author has chosen to repeat the line “Grandmother tells me stories about Jamaica when I go to her house.” Discuss with students about how this line’s repetition impacts the reader. How did the students feel reading it? How did they feel listening to it being recited in another language? Was the impact the same? Did it add a rhythmic element to the story making it similar to a poem? Explain to students that they will be creating their own

poems today using a line to repeat of their choice from the story!

The following is an excerpt of a Repeated Phrase Collaborative poem about Albert Einstein that was written by high school students in a physics class. Prior to writing the poem, students discussed the themes of their reading assignment as a class. After organizing their thoughts, students wrote the following:

Albert Einstein

*You can learn a lot of good things from me that no one else can offer you.*

*He had the greatest mind of the 20<sup>th</sup> century.*

*He to whom emotion is a stranger, who can no longer wonder and stand rapt in awe is as good as dead, a snuffed-out candle.*

*He had the greatest mind of the 20<sup>th</sup> century.*

*Logic will get you from A to B. Imagination will take you everywhere.*

*He had the greatest mind of the 20<sup>th</sup> century.*

The poem continues on to include more metaphors, similes, and repetition of the phrase “He had the greatest mind of the 20<sup>th</sup> century”.

**Guide:** As students work together to write their poems, remind them that one of the greatest misconceptions of poetry is that it must rhyme. Encourage students to write passages which explain the message that they have read, the images that they have seen, the emotions that they felt while reading the story, and the characters that they saw develop.

Demonstrate and guide a few lines and provide examples such as the following:

**Theme:** Family dinners are important to maintaining relationships

**Passage:** Eating dinner with my parents was is like the cherry on top of a sundae.

**Repeated line from text:** “The sun shines every day. The sun is warm on your skin.”

**Practice:** Students should write their first repeated phrase in English, their second in Albanian, their third in Swahili, and their fourth and final in Japanese. Therefore, each poem must have at least four original student-created passages with four phrases from the text in the multiple languages.

As the first poem's passages must each contain metaphor, give students ample time to turn them into poetry that include figurative language. The repeated passage does not need to contain any figurative language but can be simply chosen by the students!

**Reflect:** Walk around and help students who need further assistance. Collect poems at the end of class. Go through the checklist for Repeated-Phrase Collaborative Poems together as a class.

***Extensions for Advanced Students***

Allow advanced students to create a product of their choosing that demonstrates their knowledge of the two figurative devices.

***Accommodations and Scaffolding for Multilingual Students***

To ease multilingual learners into the poetry writing, provide time for a quick write. Ask students to get their thoughts on paper and to work in partners to write their poems.

Furthermore, have struggling students create a simile vs. metaphor anchor chart as a graphic organizer to be used throughout the lesson. It should remind them of the similarities and differences between the two.

**Critical Question:**

*How do we promote the usage of students’ language background and intercultural understanding?*

*How can we extend student thinking and prepare English Language Learners?*

**Resources:**

- 1. Post-activity intercultural understanding reflection (Attached, See Appendix 6)
- 2. Metalinguistic awareness worksheet (Attached, See Appendix 3)
- 3. Dual Language Analysis (Attached, See Appendix 4)
- 4. My Languages and Cultures (Attached, See Appendix 7)

**Conclusion and Reflection**

Take the time to have students explain in their own words what they learned today.

- ✓ What were the themes they discussed?
- ✓ What were the new words that they learned in the languages?
- ✓ How did they find integrating different languages into a poem?

Allow students to ask questions that they still have. To promote students’ language awareness skills both inside and outside the classroom, introduce this “My Languages and Cultures” portfolio. Students will be asked to write down whenever they come across a person, a text, or any significant source of new knowledge that introduces them to a language or a culture. As you explore dual language books, ensure that students are using this worksheet to record and reflect on the cultures and languages they are introduced to.

**Critical Questions**

*How can we design authentic assessments that encourage and empower students to use both their L1 and their target language to make meaning of texts and identity as they improve their own literacy?*

**Correlating Program of Studies Objectives**

- 2.4 Create original text**
- 3.3 Organize, Record and Evaluate**

**Homework - My Multilingual Profile Journey and Language Comparison**

Students should continue working on their dual language analysis worksheets and write a paragraph about their animal using at least two words from Arabic, Russian, and Vietnamese.

<b>3.4 Share and Review</b> <b>4.1 Enhance and Improve</b> <b>4.2 Attend to Conventions</b> <b>4.3 Present and Share</b> <b>5.1 Respect Others and Strengthen Community</b> <b>5.2 Work within a Group</b>	
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## Lesson 6: “Fox Fables”

### **Critical Questions**

#### **for teachers:**

*How does culture intersect with our students’ understanding of morals and values?*

*What purpose do fables serve in the ELA classroom?*

#### **for students:**

*What are some of the stories or small tales I grew up listening to?*

#### **Resource:**

How to Use Dual Language Books (Attached, See Appendix 8)

### **Purpose**

In this series of lesson plans, students will be working with the text “Fox Fables” by Dawn Casey Jago in four renditions: **English, Cantonese, French, and Gujarati**. Each book will be read using “dual language reading” whereby the book is read in English and the second language in intervals, page by page. Check out our resource on how to read dual-language books in the classroom by clicking on the resource on the left hand-side.

### **Story Background**

“Fox Fables” is a two-story book including Aesop’s “The Fox and the Crane” and a traditional Chinese fable “King of the Forest”. Both fables included side by side highlight the ubiquity of fables across cultures and their role in passing along stories of human truths, values, and lessons for generations to come.

### **Translanguaging and the ELA Program Objectives**

The activities presented below align with critical questions to guide teaching of dual language books to promote language development, collaboration and cultural awareness. Corresponding provincial standards for Grade 5 ELA are also included in the left hand-side.

### **Critical Questions**

#### **for teachers:**

*How do I keep my students engaged and building their critical literacy skills while reading a simple and short story?*

### **Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:**

#### **1.1 Discover and Explore**

### **Objectives**

*By the end of the lesson, students will be able to:*

- Analyze cover art and make predictions based on factors such as color, shapes, and other media-related items
- Watch and listen to the fable “The Grasshopper and the Ants” fable and analyze for message and themes
- Define and describe fables and their purpose
- Determine an author’s particular point of view and analyze how rhetoric advances the point of view,
- Compare and contrast linguistic phenomena through analysis, e.x.: semantics,

- 1.2 Clarify and Extend**
- 2.1 Use Strategies and Cues**
- 2.2 Respond to Texts**
- 2.3 Understand Forms, Elements and Techniques**
- 2.4 Create Original Text**
- 3.1 Plan and Focus**
- 3.3 Organize, Record and Evaluate**
- 3.4 Share and Review**
- 4.1 Enhance and Improve**
- 4.2 Attend to Conventions**
- 4.3 Present and Share**
- 5.1 Respect Others and Strengthen Community**
- 5.2 Work within a Group**

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasizes the use of language to explore thoughts, ideas, feelings and experiences. Students are taught to comprehend and respond personally and critically to oral, print and other media texts and to manage ideas and information.

Furthermore, socio-developmentally, students are encouraged to collaborate with others, enhance communication and clarity of speech, and demonstrate support of ideas by their peers.

Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:

- phonetics, pronunciation, and etymology between four versions of the book
- Discuss cultural traditions, values, and celebration in relation to the text
- Correctly use punctuation as related to quoted speech
- Make text to self, text to text, text to world connections
- Organize and evaluate story for theme and message
- Create a fable based on a chosen moral, either discussed in class or brainstormed with partners

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### ***Critical Question***

#### ***for teachers:***

*Why is it important to connect students' real lives to the content taught in the classroom?*

#### ***for students:***

*What are the characteristics of a story that make me remember it?*

*How can I improve my writing by selecting my words more carefully?*

### **Correlating Program of Studies Objectives**

#### **1.1 Discover and Explore**

#### **1.2 Clarify and Extend**

#### **2.1 Use Strategies and Cues**

#### **2.2 Respond to Texts**

### **Warm Up – What are “fables”?**

Videos are attention grabbers and can serve as an alternative means of representation when accompanied with texts. Begin by telling students that they will be reading a special type of story today called a “fable”. Write the word on the board and tell students that fables have certain characteristics that make them different from other stories.

Play the video on “The Ants and the Grasshopper” and ask students to watch and listen carefully, taking notes of what they think stands out.

Use the written version of this story as well for struggling students who are more comfortable with an accompanying text.

Then, ask the students to share their thoughts about the video. What stood out to them?

Consider the following:

- ✓ Describe the **setting** of the fable.
- ✓ **Compare and contrast** the ants and the grasshopper.
  - What did the ants believe? How did they behave?
  - What did the grasshopper believe? How did he behave?
- ✓ What do you think is the **moral** of the story? (Prior knowledge of moral is important, or, explain to students what moral means)

### ***Mechanics Integration:***

Write the following sentences on the board:

The ants yelled, “What you need is to stop playing!”

“What you need is to stop playing!” the ants yelled.

“What you need,” the ants yelled, “is to stop playing!”

Review these sentences with the students and ask them to explain how the punctuations are different in each case. What is the punctuation when the quoted speech is at the beginning, middle, or end of the sentence?

### ***Teaching Word Choice and Effective Writing***

Fables are popular and culturally specific because they select words that suit the purpose and character. Read over the Ants and the Grasshopper and notice the bolded words. What do these words explain?

**Verbs** – Active Language

***What is media literacy? Why is it important? How do we introduce elementary school children to this practice?***

Education researchers Kristen Bloom's and Kelly Marie Johnston's (2010) findings on media literacy describe how YouTube can be used intelligently in the class to promote two important elements of any successful classroom:

- intercultural exchange
- intelligent and intentional consumption of media
- informal learning outside the classroom and applying it in the classroom

Bloom and Johnston acknowledge that "YouTube is a major part of the 'information revolution'" taking place today. What is central to this revolution is how information is shared and interacted across different platforms and using different discourses. What can be concluded from this is that today's students are a naturally collaborative generation and that most of their learning now happens in informal settings. It is

**Resource:**

1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learners to ask questions and to see a sample of the flow of a lesson plan can be found by visiting

Read the following passage with your students and highlight the nouns:

"All summer long a colony of ants gathered grain and stored it for winter. As they worked, a grasshopper, carrying his fiddle, hopped over to observe them."

What are the nouns that students notice add a special meaning?

- colony
- grain
- fiddle

Why did the author choose these words instead of similar words like group, food, or instrument? Why are certain words better choices than others and what meaning do they add?

**Nouns – Specific Word Choice**

Repeat the same passage, but this time, search for intentional use of verbs:

- gathered
- stored
- hopped
- observed

Ask students the same question – why did the author choose these words? Why not other, simpler words? How do our word choices impact our stories?

<p><a href="https://youtu.be/0uLJkd9J_24">https://youtu.be/0uLJkd9J_24</a></p> <ol style="list-style-type: none"><li>2. The video of “The Ants and the Grasshopper” can be found by visiting <a href="https://safeshare.tv/x/ss58d2efe1046bb">https://safeshare.tv/x/ss58d2efe1046bb</a></li><li>3. The story of “The Ants and the Grasshopper” (Attached, See Appendix 15)</li></ol>	
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***Critical Question:***

***for teachers:***

*What strategies and resources do readers use to figure out unknown vocabulary?*

*How can we empower students to transfer skills from critical reader to creative writer?*

***for students:***

*What makes a fable? What are their characteristics?*

*How can I write my own fable?*

**Correlating Program of Studies Objectives**

**3.1 Plan and Focus**

**3.2 Select and Process**

**3.3 Organize, Record and Evaluate**

**Resources:**

1. Pre-reading Analysis Worksheet for Cover Art (Attached, See Appendix 2)
2. Ideas on How to Use Dual Language Books in the Classroom (Attached, See Appendix 8).
3. Story arc and fables (Attached, See Appendix 16)
4. Translanguaging fables analysis worksheets (Attached, See Appendix 17)

**Pre-Activity – Reading Fox Fables in Gujarati, Cantonese, French, and English**

***Why Teach Fables?***

With translanguaging integration, fables can serve students in multiple ways.

According to author Theda Detlor (2001) can enable students to:

5. build literacy through recognizing predictable structures and patterns,
6. build ethical and moral development by reflecting on their own values, sharing cultural viewpoints and similar stories,
7. build classroom community by extracting and general meaning from stories and applying them to real life,
8. develop an understanding of metaphor as fables often exist in symbolic worlds and contain many hidden meanings, and finally,
9. translate ethical issues into real life and promote critical thinking where transfer of story knowledge allows students to apply proverbs into real-world events

***Teacher Preparation & Dual Language Reading***

Students will be reading two fables from two very different traditions. One is an Aesop’s fable and the second is the Chinese traditional fable. Both involve the same character and as students read these fables side by side, ask them to consider the similarities in differences between the stories along with the message, vocabulary, and themes of the stories themselves.

To prepare students for this critical analysis, provide students with a story plotting chart that helps them to analyze the natural flow of a fable.

**Explain:** Tell students that today they will be listening to two fables about a fox. Upon the first reading, as a class, they will discuss the characteristics of a fable and answer the question “What makes a fable?”

Use the story arc and fable sheet to help students write out characters and characteristics, settings, etc.

As students are doing this, think aloud about what a fable includes. Ask the following questions to come up with generalizations about fables and to help students plant their own writing in a style:

The questions to ask your students are:

- ✓ **Who** is generally included in a fable? What are their characteristics?
- ✓ **Where** do fables take place?
- ✓ What is the **time period** of the fables? **When** do the most important points of action take place?
- ✓ **How** are fables written? Do they rhyme or no? Are they short or long?
- ✓ **Why** do fables exist? Where can the reader find the message of a fable most often?
- ✓ **What** is the moral or message of the fables we've read so far?

The answers to these questions are below:

- Characters are usually animals with human traits. (Note: When animals are personified, the name of the animal is capitalized.)
- Settings are not specific. Much of the time the setting is simply the countryside.
- The beginning of a fable introduces the characters and setting (exposition), the middle provides a brief story (rising action and climax), and the end wraps it up with a lesson (resolution).
- Fables are short pieces of prose. They are written in paragraphs and sometimes use dialogue.
- Fables are entertaining, but their main purpose is to teach a moral, or lesson.

**Guide:** Read the book again and this time, ask your students to think about moral and message of the fable. What is a moral? How do we find morals? What evidence do we need to provide? Where are morals of stories usually located?

What is the moral of the fable in “The Fox and the Stork?” Create an evidence theme chart for your students to work on as a class. Ensure that students are writing down

words that they learned in Cantonese, Gujarati and French as they move along throughout the story. Encourage them to write down words they would like to use later on in their own stories.

Discuss the moral and lesson of the fables together as a class.

- ✓ Consider alternate endings – what did the animals do in each story?
- ✓ How could they have behaved differently?
- ✓ What are the morals and lessons? How many exist in each story?
- ✓ For each story’s lesson, think of a personal example in your own life where you learned this lesson.

Consider asking specific questions for each fable. A few examples of “The Fox and the Stork” include,

- ✓ When a guest comes to your house for dinner, what do you and your family does to welcome him or her?
- ✓ If you were the fox, would you behave differently?
- ✓ If you were the stork, would you behave differently?
- ✓ If you were to give advice to the fox or the stork, what advice would you give?

After discussing with the class, tell students that they will be writing their own fables using the knowledge they have learned today!

### ***Critical Questions***

#### ***for teachers:***

*How can we teach our students to use poetry as a mode of representation?*

*How can we promote critical and creative thinking in the ELA classroom for all students?*

#### ***for students:***

*How can I find the message in a story that I'm reading?*

*How can I write my own fable and use some new words that I learned?*

### **Correlating Program of Studies Objectives**

#### **1.2 Clarify and Extend**

##### **2.1 Use Strategies and Cues**

##### **2.2 Respond to Texts**

##### **2.3 Understand Forms, Elements and Techniques**

##### **2.4 Create Original Text**

##### **3.1 Plan and Focus**

##### **3.3 Organize, Record and Evaluate**

##### **3.4 Share and Review**

##### **4.1 Enhance and Improve**

##### **4.2 Attend to Conventions**

##### **4.3 Present and Share**

##### **5.1 Respect Others and Strengthen Community**

##### **5.2 Work within a Group**

### **Activity – Fable Writing**

#### ***Why Fable Writing?***

This lesson plan touches upon every single strand of the Alberta Program of Studies objectives and caters to the needs of English Language Learners. Allowing students to synthesize the knowledge they have gained of structure, process, vocabulary, mechanics, and grammar into their own multilingual fables challenges the young readers to think into their own value system and to create a story based on an idea of a world they would like to have a positive impact.

#### ***Writing Task: Writing their Own Fable on a Self-Selected Moral***

##### Focus: Writing Task, Themes, and Message

As a class, review the list on the left hand side of other morals and lessons. There are many to choose from. Students should work in pairs to select one moral which they will base a fable on. Conversely, students can be assigned a moral/lesson. From there, students should work to base their stories on that message.

Review the characteristics of a fable and provide students with the checklist that they will be assessed on the left hand side.

##### Focus: Literary Devices and Dual Language Comparison

As the students begin collecting words from Cantonese, French, and Gujarati, ask them to review their word inventory and consider selecting a few words that go along with the message of their story. Where will they choose to use the words? Why did they choose to use those particular words there? Ask students to think aloud when it comes to their selection and insertion of multilingual words in their story.

##### Focus: Artwork and Symbolism

Draw students' attention to the captivating artwork by the illustrator. What do students notice about the colors and the size of the animals? Ask students to create an accompanying image with their own written work that represents the moral of the story.

**Resources:**

1. Dual Language Analysis worksheet (Attached, See Appendix 4)
2. To browse other fables and folk tales, visit [www.aesopfables.com](http://www.aesopfables.com)
3. Translanguaging fable worksheet and checklist (Attached, See Appendix 18)

***Writing a Fable – How Will It Be Done?***

**Explain:** Students will be asked to write one fable together in partner or in groups of three. Each fable must be approximately 200 words and must follow the story arc that students have discussed and practiced working with in class. The story arc asks students to be able to explain such important aspects of their story as the characters, setting, rising conflict, resolution, and story breakdown, and of course, above all, the moral of the story.

All stories should have an accompanying artwork which is included in the fable worksheet.

**Translanguaging Integration:** Each story must have at least four words from the three dual language storybooks: Cantonese, Gujarati, and/or French. Students must explain why they chose these words in their presentation of their stories.

**Reflect:** As budding writers and creative thinkers, students may find it intimidating to write their own stories which include the elements of a clear moral, words from other languages, and collaborative discussion. By providing the checklist with the fable worksheet, students have a clear idea of what to expect.

***Extensions for Advanced Students***

Encourage advanced students to create an alternative ending to “The King of the Forest” or “The Fox and the Stork”. If they were given the choice, how would the story end differently?

***Accommodations and Scaffolding for Multilingual Students***

To ease multilingual learners into the short story writing, ask them to provide an example of a story based on a moral that they have heard growing up. If they so wish, they can write that story first in their home language and then in English, or a mix of both!

**Critical Question:**

*How do we promote the usage of students’ language background and intercultural understanding?*

*How can we extend student thinking and prepare English Language Learners?*

**Resources:**

- 1. Post-activity intercultural understanding reflection (Attached, See Appendix 6)
- 2. Metalinguistic awareness worksheet (Attached, See Appendix 3)
- 3. Dual Language Analysis (Attached, See Appendix 2)

**Conclusion and Reflection**

Take the time to have students explain in their own words what they learned today.

- ✓ What were the themes they discussed?
- ✓ What were the new words that they learned in the languages?
- ✓ How did they find integrating different languages into a poem?

Allow students to ask questions that they still have.

To promote students’ language awareness skills both inside and outside the classroom, introduce this “My Languages and Cultures” portfolio.

Students will be asked to write down whenever they come across a person, a text, or any significant source of new knowledge that introduces them to a language or a culture. As you explore dual language books, ensure that students are using this worksheet to record and reflect on the cultures and languages they are introduced to.

**Critical Questions**

*How can we design authentic assessments that encourage and empower students to use both their L1 and their target language to make meaning of texts and identity as they improve their own literacy?*

- Correlating Program of Studies Objectives**
- 3.3 Organize, Record and Evaluate**
- 4.3 Present and Share**
- 5.1 Respect Others and Strengthen Community**
- 5.2 Work within a Group**

**Homework - My Multilingual Profile Journey and Language Comparison**

Ask students to go home and discuss what they did in class today. What are some of the fables their family members grew up hearing? Students should summarize these fables and share them with the class the next day.

**Lesson 7: “The Swirling Hijaab” by Na’Ima Bint Robert**

<p><b>Resource:</b> How to Use Dual Language Books (Attached, See Appendix 8)</p>	<p><b>Purpose</b> <i>Story Background</i></p> <p>“The Swirling Hijaab” is a rhyming picture book about a little girl, showing her imaginative games with her mother’s long, soft, black hijaab. Amongst other thing it becomes a fort, a warrior queen's cloak, a Bedouin tent and a picnic blanket. At the end of the book, the girl is shown wearing the hijaab to show its importance to her mother when praying. For this series of lessons, students will read “The Swirling Hijaab” in <b>Swahili, Turkish, and Italian.</b></p> <p><b><i>Translanguaging and the ELA Program Objectives</i></b></p> <p>The activities presented below align with critical questions to guide teaching of dual language books to promote language development, collaboration and cultural awareness. Corresponding provincial standards for Grade 5 ELA are also included in the left hand-side.</p>
<p><b><i>Critical Questions for teachers:</i></b> <i>Are there opportunities to collaborate with other teachers on this lesson?</i></p> <p><b>Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:</b></p> <p><b>1.1 Discover and Explore</b> <b>1.2 Clarify and Extend</b> <b>2.1 Use Strategies and Cues</b> <b>2.2 Respond to Texts</b></p>	<p><b>Objectives</b> <i>By the end of the lesson, students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze cover art and make predictions based on factors such as color, shapes, and other media-related items</li> <li>• Determine an author’s particular point of view and analyze how rhetoric advances the point of view</li> <li>• Compare and contrast linguistic phenomena through analysis, e.x.: semantics, phonetics, pronunciation, and etymology between four versions of the book</li> <li>• Discuss cultural traditions, values, and celebration in relation to the text</li> <li>• Correctly use punctuation as related to quoted speech</li> <li>• Make text to self, text to text, text to world connections</li> </ul>

**2.3 Understand Forms, Elements and Techniques**

**2.4 Create Original Text**

**3.1 Plan and Focus**

**3.3 Organize, Record and Evaluate**

**3.4 Share and Review**

**4.1 Enhance and Improve**

**4.2 Attend to Conventions**

**4.3 Present and Share**

**5.1 Respect Others and Strengthen Community**

**5.2 Work within a Group**

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasizes the use of language to explore thoughts, ideas, feelings and experiences. Students are taught to comprehend and respond personally and critically to oral, print and other media texts and to manage ideas and information.

Furthermore, socio-developmentally, students are encouraged to collaborate with others, enhance communication and clarity of speech, and demonstrate support of ideas by their peers.

Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:

- Organize and evaluate story for theme and message
- Interview peers and challenge thinking about diversity, difference, and identity
- Create pen pal letters to exchange with a classroom from a predominantly Muslim country (Malaysia, Lebanon, etc.) using <https://www.theteacherscorner.net/penpals/#7370>

<p><b><i>Critical Question for teachers:</i></b></p> <p><i>How do I contextualize this new vocabulary in meaningful ways?</i></p> <p><b><i>for students:</i></b></p> <p><i>What are difference and diversity?</i></p> <p><i>What is a community?</i></p> <p><i>Why is diversity important in a community?</i></p> <p><i>What are some ways we feel different and how can we celebrate these differences in our community?</i></p> <p><b>Correlating Program of Studies Objectives</b></p> <p><b>1.1 Discover and Explore</b></p> <p><b>1.2 Clarify and Extend</b></p>	<p><b>Warm Up – Reviewing Key Vocabulary</b></p> <p>This lesson plan will get students geared up for discussions regarding geography, identity, values, beliefs, and diversity, but before any of these terms can be thrown at them, students must be introduced to vocabulary contextually.</p> <p>Some of the key terms that will be produced as a result of the activities and themes of this book are the following:</p> <ul style="list-style-type: none"> <li>• diversity</li> <li>• difference</li> <li>• community</li> <li>• stereotypes</li> <li>• identity</li> </ul> <ol style="list-style-type: none"> <li>1. Ask your students: what do you think of when you hear the words <i>difference</i> and <i>diversity</i>? On chart paper, make word webs, which are similar to the semantic maps that students have completed previously, of ways people or things might feel or seem different from each other. Provide examples to students to get them started.</li> <li>2. Challenge students to think about ways they have felt different in school in the past.</li> <li>3. Ask students to turn and talk to their neighbor about one way you feel different, special or unique in your classroom community. Maybe they speak a language that no one else in the class speaks; maybe their family enjoys an unusual kind of food; or maybe they have a unique pet. If the student has trouble thinking of something, ask them to ask their partner for help.</li> <li>4. Go through the list of vocabulary and focus on the last two words “stereotypes” and “identity” and ask students to hone in on what they could mean.</li> </ol>

***Can the English Language Arts classroom be a place for dialogue, understanding, and support for students of all backgrounds? How?***

Teaching Tolerance, a resource center and publication of the Southern Poverty Law Center, provide professional development for teachers looking to strengthen their anti-bias and anti-racist practices. A particularly useful resource for such lessons with focus on a religion is the “10 Tips for Starting a World Religions Curriculum” which can be found here:

<https://www.tolerance.org/professional-development/10-tips-for-starting-a-world-religions-curriculum>

As with most topics that are difficult and challenging to discuss, let alone teach, the focus must remain on the children and their social, academic and personal futures. Teachers must begin with reflecting on their values as educators, translating their anti-bias framework into instruction, and working to change the classroom culture into one which celebrates every student for who s/he is.

***Reading for Understanding: Contextualizing Vocabulary about Social Justice and Identity***

1. **Introduce:** Ask students to read the article “Teen girl wants to change boxing's uniform rules so she can play” together as a class. Take turns reading and ask students to use a highlighter to highlight words they don't understand or words that they think are important.
2. Then, ask your students to think about what the main idea of this article is. What is the author saying? How do they know?
3. **Explain:** Students should write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.
4. **Guide:** The words which the students highlighted will be useful in determining the main idea Think aloud about the message of the article, what could it be about? How does it relate to what students said earlier?
5. **Practice:** Ask students to connect this article and Amaiya's story with the questions they were asked earlier: what is something that Amaiya struggles with? What is something that she wishes people knew about her? How is she overcoming that challenge? What surprised you about Amaiya and her story? What does that tell you about the stories we hear about others?
6. **Conclude:** From here, ask students to consider the words “stereotypes” and “identity” and what they have learned about these words today through Amaiya's story and through discussing these questions with their peers.

<p><b>Resource:</b></p> <ol style="list-style-type: none"> <li>1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learns to ask questions and to see a sample of the flow of a lesson plan can be found by visiting <a href="https://youtu.be/0uLJkd9J_24">https://youtu.be/0uLJkd9J_24</a></li> <li>2. Graphic organizers come in endless varieties and each present opportunities for students to deepen their learning depending on when and how the organizer is used. For this warm-up activity, use a word web to extrapolate prior knowledge (Attached, See Appendix 19)</li> <li>3. The article on Amaiya (Attached, See Appendix 20).</li> </ol>	
<p><b>Critical Question:</b> <i>for teachers:</i></p> <p><i>Why is it important to transfer ideas like diversity and respect into my teaching? How do I create a positive and welcoming classroom culture?</i></p> <p><i>How do I empower my students to speak about challenging topics and empower students to dialogue with one another on equal terms?</i></p>	<p><b>Pre-Activity – Mini Interview of Stereotypes our Peers Face and Todd Parr’s <i>It’s Okay to be Different</i> (2001)</b></p> <p>This pre-activity is specifically designed for engaging English Language Learners and students who are audio-visual learners. <i>It’s Okay to Be Different</i>, is a great accompaniment to “The Swirling Hijaab” because it explores bullying, diversity, and identity and warms up students to think about the imagery in the picture book to come.</p> <ol style="list-style-type: none"> <li>1. Listen while the book, <i>It’s Okay to Be Different</i>, by Todd Parr, is read out loud. Link to the YouTube video is on the left hand side.</li> <li>2. Pause periodically and think aloud to your students and encourage them to do the same:</li> </ol>

<p><b>for students:</b></p> <p><i>What is empathy?</i></p> <p><i>When have I felt different? When have I made others feel different?</i></p> <p><i>What does it mean to be part of a community?</i></p> <p><i>Do I create a community where I go? How can I be a better community member, friend, neighbor, and brother/sister?</i></p> <p><b>Correlating Program of Studies Objectives</b></p> <p><b>3.1 Plan and Focus</b></p> <p><b>3.2 Select and Process</b></p> <p><b>3.3 Organize, Record and Evaluate</b></p> <p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Pre-reading Analysis Worksheet for Cover Art (Attached, See Appendix 2)</li> <li>2. How to Use Dual Language Books (Attached, See Appendix 8) <ul style="list-style-type: none"> <li>• Listen to the reading of Todd Parr’s book <i>It’s Okay to be Different</i> on YouTube by visiting <a href="https://youtu.be/shYf3prwXJU">https://youtu.be/shYf3prwXJU</a></li> <li>• Jigsaw puzzle pieces (Attached, See Appendix 20)</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Is the book silly, serious or a little of each? Can you make any personal connections to the text?</li> </ul> <ol style="list-style-type: none"> <li>3. As a class, discuss why it is important to have lots of different kinds of people in a class community. <ul style="list-style-type: none"> <li>• <i>(Introduce the word community if it is unfamiliar to the students.)</i></li> <li>• What would be the disadvantages if everyone in the class were the same? Why do you think difference is important?</li> <li>• Make a chart showing how various differences can contribute to a class.</li> </ul> </li> <li>4. Cut out the jigsaw puzzle pieces and hand one to each student. Ensure that you have numbered them on the back for easily regrouping.</li> <li>5. <b>Explain:</b> Instruct students to write their name and use words and illustrations to represent the difference they talked about.</li> <li>6. <b>Guide:</b> Work as a whole class to assemble the jigsaw puzzle. Ask students to use what they know about working as a community to put the puzzle together!</li> <li>7. <b>Conclusion and Reflection:</b> Admire your finished product: It represents the diversity of your classroom community! Tape the pieces together and hang the puzzle in your classroom so you can remember the strengths of your class community’s diversity.</li> </ol>
<p><b>Critical Questions for teachers:</b></p> <p><i>How do we promote strong self-questioning</i></p>	<p><b>Activity – Pen Pals and Exploring Cultures of Islam</b></p> <p><b>Dual Language Reading</b></p>

*and question-creating for our students?*

*What is a “global community”? How am I going to integrate this into my teaching?*

*How do I create a community in my own classroom?*

**for students:**

*How do communities develop?*

*What kind of communities have I read about that I want to learn more about?*

*What questions will I ask of my pen pal?*

### **Correlating Program of Studies Objectives**

#### **1.2 Clarify and Extend**

#### **2.2 Respond to Texts**

#### **2.3 Understand Forms, Elements and Techniques**

#### **2.4 Create Original Text**

#### **3.1 Plan and Focus**

#### **3.3 Organize, Record and Evaluate**

#### **3.4 Share and Review**

#### **4.3 Present and Share**

#### **5.1 Respect Others and Strengthen Community**

#### **5.2 Work within a Group**

#### **Resources:**

1. Dual Language Analysis worksheet (Attached, See Appendix 4)

As your class reads the book together and applies the ideas, new vocabulary, and concepts as prepared previously, allow students to lead this dual language reading exercise. Through literature circles, students will take the idea of uniqueness and valuing difference and work together to bridge home language, the second language in the books, and English and ask, share, and discuss the book.

**Explain:** Tell students that they will be forming literature circles where every person in the group will have an assigned role. They are encouraged to use words in their own native language, to share and record in their dual language analysis worksheets, and to pause and ask lots of questions! Through this translanguaging integration, students should come up with a rich collection of new vocabulary to apply to their pen pals. The roles in each group can be:

- Artist: adds sketches or visually represents group’s ideas and books
- Discussion leader: asks and probes questions in home language and English
- Recorder: takes notes in English and home language if desired
- Taskmaster: ensures that everyone is feeling included, asking and answering questions, has provided words from the dual language books that they would like to share with the class, and that the group stays on time!
- Translator: translates the main points of a discussion, collects important words in new language, asks for home language contributions by peers

**Guide:** Students will then read this factsheet on stereotypes of Islam. As you’re reading the fact sheet together. Ask a student to re-define the term “stereotypes”. Ask your students to identify some stereotypes that they sometimes experience because they are a student. Ask students:

- Do people sometimes make assumptions about them based on their age or on the school they attend?
- What is wrong about those assumptions?
- Generalize from their discussion by answering the question: What makes stereotypes destructive?

**Practice:** Divide the class into small groups to explore Debunking Misconceptions

2. Teaching Tolerance is a publication of the Southern Poverty Law Center. Use this stereotypes factsheet to help facilitate the activity's dialogue on stereotypes, identity, and challenges that your students face as a way to extend thinking from the book and make text-to-self connections (Attached, See Appendix 21).
3. Identity profile (Attached, See Appendix 23)
4. The Teacher's Corner is the comprehensive resource for getting started with pen pals for your class. Please visit <https://www.theteacherscorner.net/pen-pals/#7370>
5. Here are some resources for you to browse to help guide the pen pal process:
  - a. **Kids' Space Connection**  
<http://www.ks-connection.org/>  
  
Kids' Space is an international meeting place for children and schoolteachers. Find pen pals from around the world! Check out interesting

About Muslims and Islam. Have a group member read aloud the first misconception. Have each group member take a turn answering these questions: Have you heard this stereotype before? Did you believe it? Then have the same group member read the explanation on the handout of what makes the misconception inaccurate. Consider the other stereotypes one at a time, following the same procedure. When your group has debunked all four stereotypes, formulate a group statement that completes this prompt:

*In this activity about stereotypes, we learned \_\_\_\_\_.*

Have each group share its statement!

**Reflect:** Ask students to contemplate about ways that stereotypes can be broken? Do they exist for a long time? If so – why? How can we prevent stereotypes? Elicit responses from students about having meaningful conversations with someone, researching, reading and finding other ways to expand your mind and be more inclusive. Then, tell students that they will have an opportunity to share their ideas with someone from across the world through letter-writing! They will have a pen pal!

***Why Pen Pals?***

The power of using letters to communicate, to inform, to create cultural connections, to dispel misinformation, and above all, to humanize has been long catalogued in the genres we read. From letters between John and Abigail Adams to the award-winning *The Color Purple*, letters can transport a person. For students, pen pals are a highly successful way of applying the ideas of diversity and community to practice.

**How will it be done?**

There is no dearth of safe, user-friendly, and teacher-created pen pal websites for the modern day classroom. With considering limitations such as technology, time-boundaries, and postage, the easiest option is to use online software which allows you, as the teacher, to investigate, communicate, college, and disseminate this

projects you can contribute to, and cool clubs you can join.

b. Use **KS Messaging Center** as your safe tool for communication. It was designed so that both teachers and children under 13 years of age can benefit from the Internet, free from worry.

c. **The Electric Postcard**  
<http://postcardswww.media.mit.edu/Postcards>

Students can choose postcards, add messages to them, and deposit the "postcards" at the sites mailbox. The person that the postcard is intended for is informed that it is waiting and given a code number to use to retrieve it.

d. **KeyPals Club**  
<http://www.teaching.com/keypals/>  
Start a project with another class, or just create a new friendship with someone on the other side of the globe. KeyPals Club is a free educational service from teaching.com.

4. Rubric for assessing pen pal letters (Attached, See Appendix 22)

initiative.

One of the best recommended website is The Teachers Corner (resource bar).

What are the benefits of using pen pals in conjunction with dual language books and discussing community and stereotypes? International pen pal exchanges:

- Encourage perspective taking by allowing students to consider and relate to different circumstances and imagine themselves in their international counterpart's shoes;
- Teach technology use in a meaningful and productive way by training students to write using proper letter mechanics and grammar online and transfer/differentiate offline writing skills from online (McLaughlin, 2010);
- Encourage students to use self-questioning as they probe and reflect on the information presented to them from "The Swirling Hijaab" and the concepts of stereotypes, community, identity, and diversity and how these ideas are expanded by talking to a practicing Muslim across the world;
- Fosters interdisciplinary studies by connecting geography, social sciences, and the language arts;
- Support socio-emotional skills because students are asked to reflect, show empathy, and create mutual support for their international peer;
- And more, that you will discover throughout your experience!

***Translanguaging Integration:*** Select a country with a significant population of Muslims and a classroom which is seeking to do a cultural/language exchange. There are active classrooms with varying lengths of commitment and all levels of grades. Take time to explore your options and to choose the classroom which is best for your students. Feel free to open up the discussion to your students and vote on the classroom choices that you have previously narrowed down yourself.

***What to Consider:***

- **Time and duration** - how long will this project be for? Teachers can decide which class to pair with based on project duration

- **Questions and subjects** – what are topics to talk about? Make sure that your students know the mechanics and style of letter writing. Consider a mini lesson or a demo. What subjects will be covered? How do you bring up the challenging topics dealt with in this lesson? Brainstorm with your partner teacher for go-ahead topics.
- **Assessment** – how will you assess this and ensure that your multilingual speakers are being supported?
- **Letter-writing style and grammar** - Look in the resource bar for useful resources on teaching letter writing and motivating students!

***Translanguaging Integration:***

Students can write letters in their home language and English and use this as a way to connect with their international pen pal, leading to an invaluable discussion on identity and language. For every letter, students should try and include at least three words from the multiple languages they encountered: Swahili, Turkish, and/or Italian, and translate these words in their letters!

**Explain:** Though the term ‘pen pal’ may be antiquated, the meaning remains. Explain to students that they will be taking the ideas, discussions, and knowledge they’ve gained and writing to someone their age, but in another country! This will help them understand how people that they have read about can live, go to school, have hobbies, etc. It will also give them a chance to show their pen pal what they’ve learned, to ask questions, and to share their new words in multiple languages and to ask them to share words with them as well!

**Guide:** Provide your student with resources on letter writing, giving them an orientation of how to get started, and of course, which questions to ask.

**Practice:** To get students used to the idea of writing thoughts on paper, organizing in a comprehensible manner and the mechanics of a letter – start by practicing with post-cards. The resources on the left hand side include two lesson plans on post-card writing and how to get students to write better letters.

	<p><b>Reflect and Assess:</b> Though your student’s pen pal’s response has no guarantee of quality, the experience itself is sure to be gratifying. Use the pen pal letter rubric and review with your students your expectations before the assignment is officially assigned. You can ask for drafts, assign multiple letters and only grade one, etc. There are numerous options when it comes to teaching and assessing first-time writing skills.</p> <p><b><i>Extensions for Advanced Students</i></b> Advanced students can write lengthier letters and include summaries of the books that they have read.</p> <p><b><i>Accommodations and Scaffolding for Multilingual Students</i></b> Multilingual students should write letters in both their home language and in English and can include sketches to visually represent their letter.</p> <p>If students are struggling with coming up with stereotypes and identity-related vocabulary, allow students to work in pairs and interview each other using the My Identities Profile activity.</p>
<p><b><i>Critical Question:</i></b> <i>How do we promote the usage of students’ language background and intercultural understanding?</i></p> <p><i>How can we extend student thinking and prepare English Language Learners?</i></p> <p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Post-activity intercultural understanding reflection (Attached, See Appendix 6)</li> <li>2. Metalinguistic awareness worksheet</li> </ol>	<p><b>Conclusion and Reflection</b></p> <p>Take the time to have students explain in their own words what they learned today.</p> <ul style="list-style-type: none"> <li>• What were the themes they discussed?</li> <li>• What were the new words that they learned in the languages?</li> <li>• How did they find integrating different languages into a poem?</li> </ul> <p>Allow students to ask questions that they still have.</p> <p>To promote students’ language awareness skills both inside and outside the classroom, introduce this “My Languages and Cultures” portfolio. Students will be asked to write down whenever they come across a person, a text, or any significant source of new knowledge that introduces them to a language or a culture. As you explore dual language books, ensure that students are using this</p>

<p>(Attached, See Appendix 3)</p> <p>3. Dual Language Analysis (Attached, See Appendix 4)</p>	<p>worksheet to record and reflect on the cultures and languages they are introduced to.</p>
<p><b>Correlating Program of Studies Objectives</b></p> <p><b>3.3 Organize, Record and Evaluate</b></p> <p><b>5.1 Respect Others and Strengthen Community</b></p>	<p><b>Homework - My Multilingual Profile Journey and Language Comparison</b></p> <p>Ask students to go home and write a journal entry on how they felt about today's lesson plan. Were there moments when they felt uncomfortable? Were there moments when they felt similar and supported? What did they learn? What questions do they still have?</p>

## Lesson 8: “The Little Red Hen and the Grain of Wheat”

**Resource:**

- ✓ [How to Use Dual Language Books](#)

**Purpose**

***Story Background***

“The Little Red Hen” is an old folk tale and primarily considered a fable because of the moral of hard work and ethics contained in the story. Its origins are Russian; the story is known around the world in the children’s canon of fables and has gained popularity in the 1800’s. The story follows a hen who finds a grain of wheat and during each stage (planting, harvesting, threshing, milling, and finally, baking the flour into bread), the hen receives absolutely no help from her fellow barn animals: the dog, the cat, and the goose. Finally, when it is time to eat the bread and enjoy the fruits of her labor, the other animals are ready to join in. This story will be read in **English, Yoruba, Korean, and Kurdish.**

***Translanguaging and the ELA Program Objectives***

The activities presented below align with critical questions to guide teaching of dual language books to promote language development, collaboration and cultural awareness. Corresponding provincial standards for Grade 5 ELA are also included in the left hand-side.

***Critical Questions***

***for teachers:***

*Are there opportunities to collaborate with other teachers on this lesson?*

**Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:**

- 1.1 Discover and Explore**
- 1.2 Clarify and Extend**
- 2.1 Use Strategies and Cues**
- 2.2 Respond to Texts**
- 3.1 Plan and Focus**

**Objectives**

*By the end of the lesson, students will be able to:*

- Read dual language books aloud as a class and create word lists using dual language analysis worksheets
- Think critically about the text and make bookmark techniques which ask students to reflect on the most important, most confusing, most shareworthy, and most illustrative part of “The Little Red Hen”
- Take perspective and complete an “Mind and Alternative Mind” portrait of the main character and any other animal/character in the book
- Analyze cover art and make predictions based on factors such as color, shapes, and other media-related items
- Compare and contrast linguistic phenomena through analysis, e.x.: semantics, phonetics, pronunciation, and etymology between four versions

**3.3 Organize, Record and Evaluate**

**3.4 Share and Review**

**4.3 Present and Share**

**5.2 Work within a Group**

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasizes the use of language to explore thoughts, ideas, feelings and experiences. Students are taught to comprehend and respond personally and critically to oral, print and other media texts and to manage ideas and information.

Furthermore, socio-developmentally, students are encouraged to collaborate with others, enhance communication and clarity of speech, and demonstrate support of ideas by their peers.

Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:

of the book

- Correctly use punctuation as related to quoted speech
- Make text to self, text to text, text to world connections
- Organize and evaluate story for theme and message

<p><b>Critical Question</b> <i>for teachers:</i> <i>How can I use informal writing to gear my students up for creative and critical writing later on?</i></p> <p><b>for students:</b> <i>When did writing come easily for you? When was it challenging?</i> <i>What is your experience writing in a different language?</i></p> <p><b>Correlating Program of Studies Objectives</b> <b>1.1 Discover and Explore</b> <b>1.2 Clarify and Extend</b> <b>2.1 Use Strategies and Cues</b></p> <p><b>Resource:</b></p> <ol style="list-style-type: none"> <li>4. <a href="#">Scaffolding in the multilingual classroom</a></li> <li>5. In addition, many websites (including those listed below) provide information about different types of graphic organizers that you can use as a starting point as you customize your instruction to meet your students' needs. <ul style="list-style-type: none"> <li>• <a href="#">Education Place Graphic Organizers</a></li> <li>• <a href="#">Holt Interactive Graphic Organizers</a></li> <li>• <a href="#">Enchanted Learning Graphic Organizers</a></li> <li>• <a href="#">Thinkport Graphic Organizers</a></li> </ul> </li> </ol>	<p><b>Warm Up – Quick Write</b></p> <p>Quickwrites are an informal writing technique which requires very little time and provides an effective way to diagnose students’ background knowledge and to get them to think about an upcoming topic.</p> <p><b>Explain:</b> In this reflective and expository activity, as students to think about the following prompt:</p> <p>“Describe a time when you had to complete a project all by yourself without any help. Did you ever feel like giving up? Did you feel proud after you completed your project?”</p> <p>Ask students to write non-stop for three minutes straight.</p> <p><b>Translanguaging Integration:</b> They can include words in their own language and use a dictionary to translate, or, provide the new words to the class as they explain the meaning and the class can take this opportunity to discuss the new vocabulary.</p> <p><b>Guide:</b> As students begin thinking about their ideas, think aloud about some potential things they could write, it could be a school project, something they did at home, maybe a new skill they learned, or were they helping someone out and they had to do it all by themselves? Think aloud and guide students with additional prompts if needed.</p> <p><b>Share and Reflect:</b> Students can share their stories now and think about this message as they begin reading “The Little Red Hen”.</p>
<p><b>Critical Question:</b> <i>for teachers:</i></p> <p><i>What is inquiry-based teaching?</i></p>	<p><b>Pre-Activity – Monitoring and Clarifying using Student-Created Bookmarks</b></p> <p>Inquiry-based learning asks for students to think about the text in front of them, make connections and ask questions to further their own understanding and share their questions with the class in hopes of receiving answers and starting discussion. Interacting with the text in this way is a lifelong skill which the student will use</p>

*How can I make connections to multiple literacies and promote inquiry-based learning in my classroom?*

**for students:**

*What kind of questions go through my mind when I'm reading something I don't understand something?*

*How can I record these questions? How and why should I share them?*

**Correlating Program of Studies Objectives**

**3.1 Plan and Focus**

**3.2 Select and Process**

**3.3 Organize, Record and Evaluate**

**Resources:**

- Pre-reading Analysis Worksheet for Cover Art (Attached, See Appendix 2)
- Ideas on How to Use Dual Language Books in the Classroom (Attached, See Appendix 8)
- Bookmarks template (Attached, See Appendix 24)

later in their academic career.

Emergent bilingual students will appreciate the opportunity to be able to directly ask questions regarding essential vocabulary and to share in the class-wide metalinguistic analysis.

Maureen McLaughlin and Mary Beth Allen (2002) explain the Bookmark Technique which helps monitor student comprehension while reading and “make evaluative judgments about aspects of the text”.

During this dual language reading assignment, students will be asked to pay attention to four major aspects:

1. the most interesting part of the story to them;
2. three – four vocabulary words they would like to share (at least two must come from a second language);
3. a confusing aspect of the story; and,
4. an illustration in the story that they found most helpful

This technique can be used across the curriculum and various content areas!

1. **Explain:** Begin by explaining to students that asking questions, monitoring, clarifying, and sharing is an important strategy that we use all the time to make sense of our learning. By a show of hands, how many students summarize what they read? How many of them ask themselves, “Does this make sense?” while they’re reading? By asking themselves these questions, they make the message clearer for themselves. Students will be doing that today. Next, distribute the four bookmarks. Introduce the text that you will be reading and how it relates to the quick write completed earlier. Explain that strategic readers use techniques like bookmarks, notes, vocabulary walls, worksheets that you’ve been working on as a class to help monitor reading. Explain the four bookmarks as follows:
  - a. **Bookmark 1: What was the most important part of the story and why?**
  - b. **Bookmark 2: Which vocabulary from English and two other**

languages do you think the whole class should discuss? Why? Include the sentence you found this word in.

- c. Bookmark 3: What was the most confusing part of this story? Why?
- d. Bookmark 4: Which illustration or artwork did you find to be the most helpful?

Students must notate page numbers, paragraphs, and room for marginal notes as well. Help guide students into the importance of recording resource information now, to prepare for future academic purposes.

- 2. **Demonstrate:** As you begin reading the book, demonstrate to students through thinking aloud. For example, you might think aloud on page one and ask yourself, “Do the farm animals really look that busy on page two? They seem to be playing around and should help The Little Red Hen! I think that this is confusing to me...”
- 3. **Guide:** Guide students to work with a partner and finish their own bookmarks. Students can work with multiple languages, their home language, the dual languages presented in the text, or English. Revisit the text throughout the week as you read the story with **Yoruba, Korean, and Kurdish**, and locate the words and assess whether the students’ thoughts about the words’ meanings are appropriate in the contexts. Use a dictionary or the guest speaker to help explain the etymology, or if needed, access internet tools and conduct comparison studies.
- 4. **Practice:** Ask students to work on their own and discuss their choices.
- 5. **Reflect:** How will students use this monitoring and questioning technique in other classes?

The wide range of applicability of the bookmark technique means that students can read and develop at least four points of information in any given text.

### ***Critical Questions***

#### ***for teachers:***

*How do we promote strong self-questioning and question-creating for our students?*

#### ***for students:***

*What is a “perspective”?*

*What if characters got to tell their own story in “The Little Red Hen”? What would they say?*

### **Correlating Program of Studies Objectives**

#### **1.2 Clarify and Extend**

#### **3.1 Plan and Focus**

#### **3.3 Organize, Record and Evaluate**

#### **3.4 Share and Review**

#### **4.3 Present and Share**

#### **5.1 Respect Others and Strengthen Community**

#### **5.2 Work within a Group**

#### **Resources:**

1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learns to ask questions and to see a sample of the flow of a lesson plan can be found by visiting [https://youtu.be/0uLJkd9J\\_24](https://youtu.be/0uLJkd9J_24)
2. Dual Language Analysis worksheet (Attached, See Appendix 4)
3. The ability for students to take perspective is connected to immediately academic skills such as critical reading, but also socio-emotional skills such as conflict resolution. Conflict Resolution Education in Teacher

### **Activity – Teaching Perspective Taking and Author’s Point of View**

Asking students to consider the perspective of a fictional character that is provided little background information and serves a perfunctory role in a short story is to ask students to extend their thinking beyond the text.

#### ***What are Alternative Mind Portraits? How do they extend thinking?***

Alternative mind portraits are designed to help readers examine an aspect of a book, a concept, an event, or a topic from two (or more) viewpoints. Check out the resource on the left hand-side on more perspective-taking classroom activities.

By asking students to consider a narrative point of view in “The Little Red Hen” that is not a third-person perspective focusing on the hen as the protagonist, students will be asked to evaluate the major points of the story (rising action, climax, conflict, etc.) through the point of view of any of these other characters:

1. The goose
2. The dog
3. The cat
4. The baker
5. The miller

Alternative mind portraits are best suited after the story has been read and in this case, read multiple times in various languages.

1. **Explain:** Students are adept at extrapolating the moral of the story. Begin by discussing what the main message was and how they applied this in their bookmarks. What was the moral of the story? What were some useful words or confusing parts that they came across? Ask them to share and to now consider how different the story would be if it was not based on the Little Red Hen’s experiences at all! What if the story was told through the perspective of the dog, or the miller, or the cat?
2. **Demonstrate:** Start by thinking aloud about how the Little Red Hen worked so hard to be able to bake that bread. Ask students to think about their quick write and that time when they worked really hard and had to be patient,

Education (CRETE) provides a detailed guide on introducing perspective taking into the mainstream classroom. These exercises are especially pertinent to this dual language curriculum and can be found by visiting [http://creducation.net/resources/perception\\_checking/index.html](http://creducation.net/resources/perception_checking/index.html)

4. Alternative mind portraits activity (Attached, See Appendix 25)

independent, and determined to reach their goal. What would their friends or parents say about their achievement? Would someone have a different story to tell? What about the Little Red Hen's achievement? Do you think that the other characters, if they were to be interviewed for example, would see the Little Red Hen the same way as she's described in the story? Could they give us an explanation of why they didn't help, maybe? Or, any other information?

3. **Guide:** Think aloud and say, for example, "let's choose two perspectives that we will represent in this alternative mind portrait. For example, let's consider the miller and the goose, or, the baker and the hen, or any other characters."
  - Think out loud about **whose perspective is missing!**
  - Next, draw a little sketch and label the character whose perspective you are trying to share. Whose mind are you inside?
4. **Practice:** Encourage students to encompass the words that were confusing as noted in their bookmarks with the perspective of two other characters. This time, they should work individually and be ready to share with the class.
5. **Reflect:** Ask students how they could use this exercise in science class or in social sciences and history? Who are two characters of books that they've read in class so far that they would like to conduct this exercise for?

***Translanguaging Integration:***

As students write their narratives, encourage the use of home language, working in partners, and including words from Yoruba, Kurdish and Korean while drawing and labelling animals. For example, if a student has chosen the dog character for their alternative portrait, they can use the Kurdish word for dog or the Yoruba word for dog instead!

***Extensions for Advanced Students:***

Ask advanced students to consider an alternative ending – what would happen if one of the animals decided to help The Little Red Hen?

Or, conversely, what is the moral of the story and how can it be altered to include the other animals? Did the Little Red Hen behave friendly? Could she have been

	<p>more understanding? Ask the students to offer a pro/con argument.  <b>Accommodations and Scaffolding for Multilingual Students:</b>  Students can continue working in partners and focus on the first two bookmarks.</p>
<p><b>Critical Question:</b>  <i>How do we promote the usage of students’ language background and intercultural understanding?</i></p> <p><i>How can we extend student thinking and prepare English Language Learners?</i></p> <p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Post-activity intercultural understanding reflection (Attached, See Appendix 6)</li> <li>2. Metalinguistic awareness worksheet (Attached, See Appendix 3)</li> <li>3. Dual Language Analysis (Attached, See Appendix 4)</li> </ol>	<p><b>Conclusion and Reflection</b></p> <p>Take the time to have students explain in their own words what they learned today.</p> <ul style="list-style-type: none"> <li>✓ What were the themes they discussed?</li> <li>✓ What were the new words that they learned in the languages?</li> <li>✓ How did they find integrating different languages into a poem?</li> </ul> <p>Allow students to ask questions that they still have.  To promote students’ language awareness skills both inside and outside the classroom, introduce this “My Languages and Cultures” portfolio.  Students will be asked to write down whenever they come across a person, a text, or any significant source of new knowledge that introduces them to a language or a culture. As you explore dual language books, ensure that students are using this worksheet to record and reflect on the cultures and languages they are introduced to.</p>
<p><b>Correlating Program of Studies Objectives</b>  <b>3.3 Organize, Record and Evaluate</b>  <b>5.1 Respect Others and Strengthen Community</b></p>	<p><b>Homework - My Multilingual Profile Journey and Language Comparison</b></p> <p>Ask students to consider the perspectives of an event in their own life that could be seen through the eyes of two different individuals.</p>

## Lesson 9: “Yeh-Hsien –Chinese Cinderella”

### *Critical Questions*

#### *for teachers:*

*How does culture intersect with our students’ understanding of morals and values?*

#### *for students:*

*What are some of the stories or small tales I grew up listening to?*

#### **Resource:**

- ✓ [How to Use Dual Language Books](#)

### **Purpose**

In this series of lesson plans, students will be working with the text “Yeh-Hsien” by Dawn Casey in four renditions: **English, Simplified Chinese, Vietnamese, and French**. Each book will be read using “dual language reading” whereby the book is read in English and the second language in intervals, page by page. Check out our resource on how to read dual-language books in the classroom by clicking on the resource on the left hand-side.

### **Story Background**

“Yeh-Hsien” is a two-story book including Aesop’s “The Fox and the Crane” and a traditional Chinese fairy tale “King of the Forest”. Both fairy tales included side by side highlight the ubiquity of fairy tales across cultures and their role in passing along stories of human truths, values, and lessons for generations to come.

### **Translanguaging and the ELA Program Objectives**

The activities presented below align with critical questions to guide teaching of dual language books to promote language development, collaboration and cultural awareness. Corresponding provincial standards for Grade 5 ELA are also included in the left hand-side.

### *Critical Questions*

#### *for teachers:*

### **Alignment with Alberta Program of Studies Objectives for Grade 5 ELA:**

#### **1.1 Discover and Explore**

#### **1.2 Clarify and Extend**

#### **2.1 Use Strategies and Cues**

#### **2.2 Respond to Texts**

#### **2.3 Understand Forms, Elements and Techniques**

### **Objectives**

*By the end of the lesson, students will be able to:*

- Analyze the fairy tales for common elements and genre characteristics.
- Collaborate to gather information and complete other prewriting activities
- Compare and contrast linguistic phenomena through analysis, e.x.: semantics, phonetics, pronunciation, and etymology between four versions of the book
- Compose an original fairy tale, based on personal experiences
- Correctly use punctuation as related to quoted speech
- Define and describe fairy tales and their purpose as part of folklore
- Discuss cultural traditions, values, and celebration in relation to the text
- Listen to and read fairy tales, focusing on comprehension and analytical skills
- Make text to self, text to text, text to world connections

**2.4 Create Original Text**

**3.1 Plan and Focus**

**3.3 Organize, Record and Evaluate**

**3.4 Share and Review**

**4.1 Enhance and Improve**

**4.2 Attend to Conventions**

**4.3 Present and Share**

**5.1 Respect Others and Strengthen  
Community**

**5.2 Work within a Group**

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasizes the use of language to explore thoughts, ideas, feelings and experiences. Students are taught to comprehend and respond personally and critically to oral, print and other media texts and to manage ideas and information.

Furthermore, socio-developmentally, students are encouraged to collaborate with others, enhance communication and clarity of speech, and demonstrate support of ideas by their peers.

Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:

- Organize and evaluate story for theme and message
- Present their fairy tales to class

### ***Critical Question***

#### ***for teachers:***

*Why is it important to connect students' real lives to the content taught in the classroom?*

#### ***for students:***

*What are fairy tales?*

*How would our favorite stories differ if they were re-told today?*

### **Correlating Program of Studies Objectives**

#### **1.1 Discover and Explore**

#### **1.2 Clarify and Extend**

#### **2.1 Use Strategies and Cues**

#### **2.2 Respond to Texts**

### **Warm Up – Comparing Multicultural Fairy Tales**

Fairy tales are intrinsically connected to the cultural upbringing of a person. Students from diverse backgrounds come to the class with knowledge of folklore and passed down stories told to them as children. Now is the time to explore these cultural varieties and include these polyphonic voices in the classroom.

In this warm-up, students will be asked to compare two versions of Cinderella stories: “Yeh Hsien: A Chinese Cinderella” and “Cinderella”, the original French version.

1. **Explain:** Start accessing prior knowledge by asking students the following questions:
  - ✓ Share what they know about the story Cinderella.
  - ✓ Have they read books or seen movies or plays of this story?
  - ✓ Have any of them read or heard versions of this classic tale that differentiated from one another?
2. **Demonstrate:** Show students the French version of Cinderella by Charles Perrault. Emphasize and point out the setting of the story (France) on a world map. Ask students what they know about France. Explain to students that the original author, Perrault, lived almost 400 years ago and the story they’ll read today is twice as old as that! Read aloud the story Cinderella, pausing to discuss the architecture, weather, time period, and culture as depicted in the text and through the illustrations.
3. **Guide:** To help students understand the ways in which fairy tales can be similar and different, take one poster paper and fold it in half. Note the following details about the story with the students as a discussion:
  - ✓ the setting
  - ✓ architecture
  - ✓ time period
  - ✓ weather

***How can we prepare English Language Learners to produce creative texts in the classroom?***

Teaching culturally and linguistically diverse students is an exciting reality as English Language Learners are the fastest growing population in the U.S. and Canada (Sparks, 2016). Research from Institute of Education Sciences, an agency of the U.S. Department of Education, cites that a solution to ensuring high academic standards in conjunction with inclusive classroom practices is to “Provide ongoing, structured chances to develop writing skills.” Though the combination of electronic books, translanguaging integration, guidance through the writing process and the opportunity to compare cultural renditions of a globally-known tale and share their point of view, student-authored texts are challenging and accessible for all students in the mainstream ELA classroom.

**Resource:**

1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learners to ask questions and to see a sample of the flow of a lesson plan can be found by visiting [https://youtu.be/0uLJkd9J\\_24](https://youtu.be/0uLJkd9J_24)

- ✓ and culture

Next, ask your students how the setting and time period influences the story line or plot. Questions for discussion include:

- ✓ Why was the ball so important to Cinderella and her stepsisters?
- ✓ What does this have to do with when and where the story is set?
- ✓ Why do you think Cinderella forgave her stepsisters at the end?
- ✓ What does this say about what was important in this culture?
- ✓ Would the story be different if it were set where we live today? How?

6. **Practice & Predicting:** As a class, introduce “Yeh-Hsien” by giving a short book talk. Set the scene by pointing out China on a map and discussing the time period and the culture of the country during the Tang Dynasty. More information on the Tang Dynasty is in the resource bar.

Encourage students to predict how “Yeh-Hsien” will be similar to and different from Perrault's Cinderella. Record students' predictions on a new sheet of butcher paper.

***Translanguaging Integration and Guided Discussion:***

Have students read along with the guest speaker and with the English reading. Then, distribute the Story Map Handout and have students work in pairs to include words from Simplified Chinese, Vietnamese, and French after the first reading. This story map will help guide student writing as they author their own e-books. Gather the class together and have students use their completed story maps to discuss the setting of “Yeh-Hsien” as they did with Perrault’s version. Chart students' responses on the second half of the butcher paper. Questions for discussion include:

- ✓ Does the place where this story is set and the weather play an important role in the story? How and why? Point out specific examples from the text.
- ✓ What is the moral of the story or the main point the author is trying to make?
- ✓ What does the moral have to do with the time period and setting of the story?
- ✓ What are the differences between this story and the other version of Cinderella we read?

<ol style="list-style-type: none"><li>2. In addition, many websites (including those listed below) provide information about different types of graphic organizers that you can use as a starting point as you customize your instruction to meet your students' needs.</li><li>3. <a href="#">Perrault's "Cinderella" (Attached, See Appendix 26)</a></li><li>4. For a synopsis on the Tang Dynasty in order to set the cultural, social and historical backdrop of the Chinese Cinderella, visit the Encyclopedia Britannica web page on the Tang Dynasty at <a href="https://www.britannica.com/topic/Tang-dynasty">https://www.britannica.com/topic/Tang-dynasty</a></li><li>5. Story Map handout template (Attached, See Appendix 27)</li></ol>	<p>✓ Would the story be different if it were set where we live today? How?</p> <p>Encourage students to continue discussing and comparing how the different settings influence the plot of the two stories.</p>
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**Critical Question:**  
**for teachers:**

*How can we empower students to transfer skills from critical reader to creative writer?*

**for students:**

*What makes a fairy tale? What are their characteristics?*

*How can I write my own fairy tale?*

**Correlating Program of Studies Objectives**

**3.1 Plan and Focus**

**3.2 Select and Process**

**3.3 Organize, Record and Evaluate**

**Resources:**

- Pre-reading Analysis Worksheet for Cover Art (Attached, See Appendix 2)
- What are some common elements of a fairy tale? (Attached, See Appendix 29)
- For a fun twist on the typical fairytale, play this “Fractured Fairytales” game with your students and spark their creative writing. Visit <http://www.readwritethink.org/files/resources/interactives/fairytales/>

**Pre-Activity – Comparing and Mapping!**

Begin by asking your students to think of some common characteristics of some of the fairy tales they grew up with. You can add these to a mind map on the board or on a poster and as students begin giving suggestions, start categorizing these suggestions. Some categories may include:

- ✓ Setting
- ✓ Character
- ✓ Conflict
- ✓ Resolution
- ✓ Minor characters
- ✓ Moral/Message of the story
- ✓ Supernatural element/Magic

There is a resource by Read Write Think on common fairy tale elements on the left hand side. As students make suggestions, encourage any additional information that they volunteer that provides examples. Students can include examples of modern day versions of fairy tales such as the movie *A Cinderella Story* (2004), or, recall classic stories such as “Sleeping Beauty” and include characters such as the evil stepmother. Re-read the Chinese Cinderella story and add elements from this story to synthesize with the rest of the class. Additions made in this story should be done in another color to emphasize cultural variations and similarities.

**Translanguaging Integration**

Using the story map handout from before, ask students to note down interesting words that they heard on the word map on the board and on their own sheets of paper. For example, were there words that they think they want to include in their story to make it more authentic? Are there words in their home language that they want to use that they believe are “stronger” or more complex than in English that they would want to use instead? Encourage students to add words they heard in Chinese, Vietnamese, French, and their home language on the board.

Explain to students that fairy tales can take on a modern twist and they will be playing with these today. “Fractured Fairy Tales” are a great way to introduce the same message

	<p>as traditional fairy tales, but with a creative twist. Visit “Fractured Fairytales together as a class. Select a fairy tale and watch how the characters, plot, and conflict change. Students will get a laugh out of a prince kissing a frog and turning into a frog himself! Ask student if they think these fairy tales can be added to their word map of fairy tales?”</p>
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### **Critical Questions**

#### **for teachers:**

*What are some ways to make writing more accessible and less daunting for multilingual students?*

#### **for students:**

*How can I break up writing into parts that I can manage?*

*How can I write my own fairy tale and use new words that I learned?*

### **Correlating Program of Studies Objectives**

#### **1.2 Clarify and Extend**

#### **2.1 Use Strategies and Cues**

#### **2.2 Respond to Texts**

#### **2.3 Understand Forms, Elements and Techniques**

#### **2.4 Create Original Text**

#### **3.1 Plan and Focus**

#### **3.3 Organize, Record and Evaluate**

#### **3.4 Share and Review**

#### **4.1 Enhance and Improve**

#### **4.2 Attend to Conventions**

#### **4.3 Present and Share**

#### **5.1 Respect Others and Strengthen Community**

#### **5.2 Work within a Group**

#### **Resources:**

1. [Dual Language Analysis worksheet](#)

### **Activity – Cinderella – with a twist**

#### **Why Student-Authored E-books?**

Writing fairy tales using an online resource such as PowerPoint, Prezi, or even a word document makes student-authored eBooks approachable and fun. Notwithstanding the fact that this lesson plan is perfectly aligned with the Alberta Program of Studies objectives for Grade 5 ELA, it also includes technology use in meaningful ways and integrates multilingual speakers.

Student authored eBooks allow students to synthesize the knowledge they have gained of structure, process, vocabulary, mechanics, and grammar into their own multilingual fairy tales and to create a fun, creative twist on a fairy tales they know and love.

#### **Writing Task: Writing their Own Fairy Tale with a Twist**

##### Focus: Writing Task, Themes, and Message

Begin by asking students to think about some of the fairy tales they know and love. What are some things about these fairy tales they would change? Look to the Fractured Fairy Tales for inspiration. Some of the characteristics they can change are the conflict, the response from characters, the moral/message of the story, etc. Ask them to discuss with a partner a fairy tale they love, but adding their own personal twist to it.

##### Focus: Literary Devices and Dual Language Comparison

Students should use the vocabulary inventory they have been keeping throughout these lessons to integrate words into their new story. Encourage them to write out the words in French, transliterated Chinese (pinyin), Vietnamese, or their home language as they begin mapping out their story. Use the plot diagramming tool on the left hand side for help with this.

##### Focus: Artwork and Symbolism

As this will be an e-book, students have two choices: they can either draw their own artwork or upload it into the book, or, they can find copyright free images online and create a collage which demonstrates the scene in their chosen pages. The latter option is

<p><a href="#">(Attached, See Appendix 4)</a></p> <p>2. <a href="#">Plot diagram tool for students to map out fairy tales (Attached, See Appendix 28)</a></p> <p>3. To provide yourself with the figurative and symbolic meanings in Yeh-Hsien, visit  <a href="https://files.eric.ed.gov/fulltext/EJ1001526.pdf">https://files.eric.ed.gov/fulltext/EJ1001526.pdf</a></p> <p>4. Rubric for Fairy Tale E-Book with a Twist (Attached, See Appendix 30)</p> <p>5. Here is a packet of activities for English Language Learners who require deeper accommodations, visit  <a href="https://www.abcteach.com/free/b/book_yehshe_upperelem.pdf">https://www.abcteach.com/free/b/book_yehshe_upperelem.pdf</a></p>	<p>riskier, and a mini lesson in searching for copy right images will be necessary, but worthwhile in the long run as well.</p> <p>Ask students to reflect on the following images which are unique to “Yeh-Hsien”</p> <ul style="list-style-type: none"> <li>✓ The color red</li> <li>✓ The fish</li> <li>✓ The clothing</li> <li>✓ Proximity to the water</li> <li>✓ Golden slipper instead of golden shoe</li> </ul> <p>What do these symbols mean? Ask students to make predictions about their symbolism and significance.</p> <p>Read up on the meaning and significance of these various symbols found in the story. A study on “Yeh Shen” (a variation of “Yeh-Hsien”) is on the left hand side.</p> <p><b><i>Writing a Fairy Tale – How Will It Be Done?</i></b></p> <p><b>Explain:</b> Students will be asked to write one fairy tale with a twist together in partners or individually. Each fairy tale must follow the plot diagramming tool and the story mapping tool. If using PowerPoint presentation, word documents, or Prezi, the storybooks must be at least ten slides long with at least three sentences on each slide. In total, the entire storybook must be at least 300 words.</p> <p>The plotting tool asks students to be able to explain such important aspects of their story as the characters, setting, rising conflict, resolution, and story breakdown, and of course, finding a fairy tale ending with a twist!</p> <p>All stories should have an accompanying artwork.</p> <p><b><i>Translanguaging Integration:</i></b></p> <p>Each story must have at least four words from the three dual language storybooks: Simplified Chinese, Vietnamese, and/or French. Students must explain why they chose</p>
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	<p>these words in their presentation of their stories.</p> <p><b>Reflect and Assess:</b> Students should be provided with the e-book rubric beforehand and have an opportunity to discuss, question, and expand upon the rubric as a democratic process.</p> <p><i>Extensions for Advanced Students</i> Encourage advanced students to conduct a research project on the background of the Cinderella story and to compare and contrast using the story handout with another cultural variation of the Cinderella story.</p> <p><i>Accommodations and Scaffolding for Multilingual Students</i> Emergent bilingual students and ELLs can find a great activity to practice vocabulary in the left hand side to prepare them to learn and apply new knowledge in their e-books.</p>
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**Critical Question:**

*How do we promote the usage of students’ language background and intercultural understanding?*

*How can we extend student thinking and prepare English Language Learners?*

**Resources:**

- 1. Post-activity intercultural understanding reflection (Attached, See Appendix 6)
- 2. Metalinguistic awareness worksheet (Attached, See Appendix 3)
- 3. Dual Language Analysis (Attached, See Appendix 4)
- 4. My Languages and Cultures (Attached, See Appendix 7)

**Conclusion and Reflection**

**Ticket Out**

Have students share their Cinderella stories with a partner (if working in groups of two, then with another partner group). Then, students should present their stories to the class. Take the time to have students explain in their own words what they learned today.

- ✓ What were the themes they discussed?
- ✓ What were the new words that they learned in the languages?
- ✓ How did they find integrating different languages into a fairy tale?

Allow students to ask questions that they still have. To promote students’ language awareness skills both inside and outside the classroom, introduce this “My Languages and Cultures” portfolio. Students will be asked to write down whenever they come across a person, a text, or any significant source of new knowledge that introduces them to a language or a culture. As you explore dual language books, ensure that students are using this worksheet to record and reflect on the cultures and languages they are introduced to.

**Critical Questions**

*How can we design authentic assessments that encourage and empower students to use both their L1 and their target language to make meaning of texts and identity as they improve their own literacy?*

- Correlating Program of Studies Objectives**
- 3.3 Organize, Record and Evaluate**
- 4.3 Present and Share**
- 5.1 Respect Others and Strengthen Community**
- 5.2 Work within a Group**

**Homework - My Multilingual Profile Journey and Language Comparison**

Ask students to go home and discuss what they did in class today. What are some of the fairy tales their family members grew up hearing? Students should summarize these fairy tales and share them with the class the next day.

## Lesson 10: “Lima’s Red Hot Chili” by Na’ima Bint Roberts

### Critical Questions

#### **for teachers:**

*How can we use stories to uncover deeper underlying issues such as bullying?*

*How can we use stories to promote positive dialogue and understanding of food culture and heritage meanwhile promoting language literacy?*

#### **for students:**

*What is a time that I ate something I regretted immediately?*

#### **Resource:**

How to Use Dual Language Books (Attached, See Appendix 8)

### Purpose

In this series of lesson plans, students will be working with the text “Lima’s Red Hot Chili” by Na’ima Bint-Roberts, edited by David Mills and Derek Brazell: **English, Spanish, Yoruba, and Somali**. Each book will be read using “dual language reading” whereby the book is read in English and the second language in intervals, page by page. Check out our resource on how to read dual-language books in the classroom by clicking on the resource on the left hand-side.

### Story Background

“Lima’s Red Hot Chili” is a short story about an afterschool snack hunt gone rogue. Lima comes home from school and asks her mother the perennial question, “What’s there to eat?” There’s plenty, but, she is warned against the red hot chili pepper. As the title of the storybook indicates, that is precisely what Lima chooses to eat. Follow this fun and familiar story in multiple languages.

### Translanguaging and the ELA Program Objectives

The activities presented below align with critical questions to guide teaching of dual language books to promote language development, collaboration and cultural awareness. Corresponding provincial standards for Grade 5 ELA are also included in the left hand-side.

### Critical Questions

#### **for teachers:**

*How can I address the issues of bullying, victimization, and social ostracism that take place outside the classroom?*

### Alignment with Alberta Program of Studies Objectives

### Objectives

*By the end of the lesson, students will be able to:*

- Brainstorm interesting foods and home traditions that include diverse food practices
- Write an expository paragraph with a drawing explaining an

**for Grade 5 ELA:**

**1.1 Discover and Explore**

**1.2 Clarify and Extend**

**2.1 Use Strategies and Cues**

**2.2 Respond to Texts**

**2.3 Understand Forms, Elements and Techniques**

**2.4 Create Original Text**

**3.1 Plan and Focus**

**3.3 Organize, Record and Evaluate**

**3.4 Share and Review**

**4.1 Enhance and Improve**

**4.2 Attend to Conventions**

**4.3 Present and Share**

**5.1 Respect Others and Strengthen Community**

**5.2 Work within a Group**

The Program of Studies Objectives of Alberta, and many other provincial and state teaching objectives, emphasizes the use of language to explore thoughts, ideas, feelings and experiences. Students are taught to comprehend and respond personally and critically to oral, print and other media texts and to manage ideas and information.

Furthermore, socio-developmentally, students are encouraged to collaborate with others, enhance communication and clarity of speech, and demonstrate support of ideas by their peers.

Through this multi-lingual lesson plan, students will activate the following Alberta Program of Studies Objectives for Grade 5 ELA:

important food from their heritage

- Categorize words into word classes
- Collaborate to gather information and complete other prewriting activities
- Compare and contrast linguistic phenomena through analysis, e.x.: semantics, phonetics, pronunciation, and etymology between four versions of the book
- Discuss cultural traditions, values, and celebration in relation to the text
- Learn and use gerunds, adjectives, nouns in diamante poems
- Make text to self, text to text, text to world connections
- Organize and evaluate story for theme and message
- Practice cause and effect language
- Practice language of sequence in narration and writing
- Write a multilingual diamante poem applying cause and effect and telling their own story

### Critical Question

#### *for teachers:*

*Why is it important to connect students' real lives to the content taught in the classroom?*

#### *for students:*

*What is something that you can "bring to the table"?*

*What makes you special in your classroom?*

*What is a food from your culture that you are really proud of?*

### Correlating Program of Studies Objectives

**1.1 Discover and Explore**

**1.2 Clarify and Extend**

**2.1 Use Strategies and Cues**

**2.2 Respond to Texts**

### Warm Up – Bringing Everyone to the Table

Perhaps nothing is more unifying than the discussion and enjoyment of food together as a group of people. Food practices can raise curiosity, engage folks of all ages, and in the classroom, it can create a safe space for discussing what may be feel at times an alienating part of one's identity.

Julia Simens, author of *Emotional Resilience and the Expat Child: Practical Storytelling Techniques That Will Strengthen the Global Family* (2010) writes about growing up in multiple continents and comparing school lunches with her diverse peers. Her knowledge of cultural pride and what was deemed a "normal" lunch changed over time. Reverse the roles and you will find that what we rarely discuss in class are the very real interactions that which take place outside the instructional hours of a school day. Students from racially and linguistically diverse backgrounds must negotiate their identities in how they communicate not only through language but by their behavior, cultural values, and of course, the parts of their shared and unique identity including clothing and food.

Ask students to brainstorm a simple question: "What is their favorite food that someone makes for you?" Students should be given a piece of paper, some coloring and arts supplies, and be asked to write a paragraph of about five sentences describing the food.

**Explain:** Talking about food that everyone knows can be easy and in fact, it is often a way for students to create bonds of similarity. However, encourage your students to think outside the "lunchbox" and share their favorite foods with their peers through a short narrative paragraph in expository form.

**Demonstrate:** Begin by thinking aloud of your own favorite food. Answer the following basic questions:

*How do your students feel about what's in their lunchbox? How can this stand as a microcosm of their identity, self-esteem, and cultural pride within and without the classroom as students?*

It is a well-known fact that migrant students are disproportionately bullied than their counterparts. According to a 2015 study by Brandy R. Maynard, Michael G. Vaughn, Christopher P. Salas-Wright, and Sharon R. Vaughn on bullying and migrant youth in North America, “the immigrant-victimization link held for nearly all forms of bullying with substantially more immigrant youth being bullied with technology than their U.S.-born peers.” Marcelle Hutchins, a Global Nation Exchange Fellow at the Public Radio International, writes about being bullied for her “stinky lunch with peanut sauce” by her peers. The Cameroonian native makes distinct correlations between being bullied, ostracized, and ignored due to the difference between her lunch and her peers’: “It wasn’t long before I ditched my Cameroon diet for an empty lunch tray because I preferred my mother’s cooking over the lunch menu and I preferred an empty stomach to the bullying. I found myself trying to hide my grumbling belly instead of concentrating on my schoolwork. All the while, I was craving my mother’s peanut sauce.” As teachers, we must be models of behavior and use these parts of our students’ lives as learning and teaching opportunities. By integrating discussion of food, respect for world cuisines, and by dedicating lesson time to discuss these identities, we demonstrate respect and appreciation for all students.

- **What** is it? What is the name of your favorite food from your heritage? Spell it out.
- **Who** makes it best?
- **Where** does it come from?
- **Why** is it your favorite?
- **When** do you eat it? Is there a particular time of the day, season, or year?
- **How** is it special? Does it bring up a certain memory? Does someone special make it? Is it special in your culture?

**Guide:** Using the template in the resource column, guide your students through writing about their own favorite food. Ask students to draw it in the lunchbox and to share their experiences with their favorite foods. How do they taste? What are the ingredients? Answering the questions above will help develop expository writing skills in the students as they begin to think intricately about their everyday interaction with culturally authentic foods and bringing them to the table at school.

**Practice:** Give students time to write and fully answer the questions and then ask them to get into groups of five to share their work.

**Translanguaging Integration:** This exercise is adaptable for multilingual students in numerous ways:

- Students should be encouraged to write in their home language first and use resources (dictionaries, fellow students, internet resources) to translate their work and create a multilingual piece
- Students can provide bilingual word-by-word translations of their writing where their home language word is immediately followed by English, or,
- students can choose to write their piece in their home language and present it in English with partners

Where a student falls on the spectrum of English language proficiency

<p><b>Resource:</b></p> <ol style="list-style-type: none"> <li>1. Scaffolding techniques as demonstrated in an ELA classroom and how to engage your learns to ask questions and to see a sample of the flow of a lesson plan can be found by visiting <a href="https://youtu.be/0uLJkd9J_24">https://youtu.be/0uLJkd9J_24</a></li> <li>2. <a href="#">Lunchbox favorite food worksheet</a> (Attached, See Appendix 31)</li> </ol>	<p>wild determine the choice above.</p>
<p><b>Critical Question:</b> <i>for teachers:</i></p> <p><i>How can we empower students to transfer skills from critical reader to creative writer?</i></p> <p><i>for students:</i></p> <p><i>What is a “cause” and what is an “effect”?</i></p> <p><i>What are some real life examples I can think of where something causes something else to happen?</i></p> <p><i>How does cause and effect relate to the story about Lima?</i></p> <p><b>Correlating Program of Studies Objectives</b></p> <p><b>3.1 Plan and Focus</b></p> <p><b>3.2 Select and Process</b></p> <p><b>3.3 Organize, Record and Evaluate</b></p> <p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. Pre-reading Analysis Worksheet for Cover Art (Attached, See Appendix 2)</li> <li>2. Ideas on How to Use Dual Language Books in the Classroom (Attached, See Appendix 4)</li> </ol>	<p><b>Pre-Activity – Defining Cause and Effect through Poetry</b></p> <p>Explain to students that the warm-up activity was a way to get their creative juices flowing about “Lima’s Red Hot Chili”. In this book, Lima the main character is an extremely adventurous eater. She tries six different foods in the span of a few moments. However, with each food that she tries, she faces a reaction, and effect.</p> <p><b>Reading:</b></p> <p>As students read the book and take notes using their dual language analysis worksheet, ask students to consider the following questions:</p> <p>What is a cause?</p> <p>What is an effect?</p> <p>How do we see examples of these in the story?</p> <p>Next, ask students to think about the sequence of the story itself. What is happening? What kinds of words let us know when something takes place after another event?</p> <p>Using the sequence of events worksheet on the left hand side, guide students to plot out the sequence of what happened in the story. This is an especially relevant lesson for emergent bilingual students as being able to narrate, summarize, and sequence a story is a critical literacy</p>

3. Sequence of story (Attached, See Appendix 32)
4. Diamante Poem Format: General (Attached, See Appendix 33)

skill.

Next, explain to students that they will be reviewing word classes (nouns, adjectives, verbs, etc.) and will be learning about a new form of a noun: the GERUND! They will then move into reading Diamante Poems and finish up by writing their own!

**Explain:** Begin by distributing sample diamante poems and ask students to think aloud about the poems, its patterns, and its contents:

- What are the shapes of the poems?
- What are the poems about?
- What is the beginning of the poem? How does it start? How does it end?
- Are the poems long or short?
- How many words are in each line?
- What kind of words are they?
- What are adjectives? What do they do?
- What are nouns? What do they do?
- What are verbs? What do they do? What are gerunds? What do they do?

**Demonstrate:**

### What is a Diamante Poem?

When a diamante poem is written it takes on the shape of a diamond.

### The Structure of a Diamante Poem

A diamante poem is made up of 7 lines using a set structure:

Line 1: Beginning subject

Line 2: Two describing words about line 1

Line 3: Three doing words about line 1  
Line 4: A short phrase about line 1, a short phrase about line 7  
Line 5: Three doing words about line 7  
Line 6: Two describing words about line 7  
Line 7: End subject

### **An example of a diamante poem**

Bike  
Shiny, quiet,  
Pedaling, spinning, weaving  
Whizzing round corners, zooming along roads  
Racing, roaring, speeding  
Fast, loud,  
Car

**Guide:** Because diamante poems are shaped like diamonds, that is where they get their name from. They can be used for many different purposes: to explain, summarize, to share a new topic, etc. In this case, they will be a way to show the cause and effect of something. Just like how “Lima’s Red Hot Chili” showed cause and effect, the students will be able to write a diamante poem together as a class, and then write their own.

In a diamante poem, the number of words in a line varies. Different parts of speech make up the different lines. Lines 1 and 7 are nouns. Lines 2 and 6 are adjectives. Lines 3 and 5 are gerunds. Line 4 is a transitional line that moves from the first part of the poem to the second. It can either be four nouns or a thought that has at least five words.

Use the resource on the left hand side to search more about diamante poems. The words in the poem all relate to the first and last lines of the

poem, which serve as a title and conclusion. Sometimes the same word is used, sometimes two words that are synonyms, and sometimes two words that are opposites.

**Guide:** Ask students to think about the words that are in the sample poems. Are the ‘-ing’ words nouns or verbs? What makes them think so? Explain to students the difference between gerunds and verbs through scaffolding and examples.

Ask students to brainstorm the words that come to mind when they think about “Lima’s Red Hot Chili Pepper”. Work together as a class to use the general diamante poem template and write a summary diamante poem about Lima’s story.

***Translanguaging Integration:*** At this point, before the cause and effect is introduced, ask students to think about a few words in Spanish, Yoruba, and Somali that they have read that they think as a class should be integrated into the poem. Perhaps the name of the poem can be a word from Yoruba? Maybe the topic can be in Spanish? Get creative and ask students to select a few words, to explain their reasoning for their words, and to integrate the words into a multilingual poem.

### Critical Questions

#### *for teachers:*

*How can students go from summarizing and synthesizing to creating?*

*What are some ways to make writing more accessible and less daunting for multilingual students?*

### Correlating Program of Studies Objectives

#### 1.2 Clarify and Extend

##### 2.1 Use Strategies and Cues

##### 2.2 Respond to Texts

##### 2.3 Understand Forms, Elements and Techniques

##### 2.4 Create Original Text

#### 3.1 Plan and Focus

#### 3.3 Organize, Record and Evaluate

#### 3.4 Share and Review

##### 4.1 Enhance and Improve

##### 4.2 Attend to Conventions

##### 4.3 Present and Share

#### Resources:

1. Cause & Effect Graphic Organizer (Attached, See Appendix 34)
2. Diamante Poem Format: Cause & Effect (Attached, See Appendix 35)

### Activity – Creating Diamante Poems, Looking Beyond the Classroom

#### *Why Teach Cause & Effect? Why Teach it through Diamante Poems?*

Identifying cause and effect relationships within a story helps students focus on two important elements of comprehension: what happens in the story and why it happened. Looking for cause and effect gives students an opportunity to look carefully at the consequences of characters' actions and to think about how different actions might have different effects.

The diamante poetry format encourages students to create a contrast topic and use literary devices such as antonyms, dramatic writing (alliteration, rhyming, etc.), and to apply their knowledge of the topic in a creative way. After making connections to the text, students can work with partners to write their first diamante and sharing it through a gallery wall around the classroom.

**Explain:** As students work together to summarize “Lima’s Red Hot Chili Pepper” into a diamante poem using the conventions of writing, help synthesize the knowledge between cause and effect and the purpose of a diamante poem (to show contrast). Using the sequence of events chart, tell students that they will be brainstorming some ideas about actions and consequences, causes and effects together as a class.

Pose this question to the class:

“Think of a time in your life when you did something and you immediately regretted it? What was the cause and what was the effect? What was the main action and what was the consequence?” Encourage students to use the transition words of sequence “first”, “then”, “next”,

etc. to help guide their story along.

Ask students to spend at least two minutes freewriting and thinking about the meaning of cause and effect.

Then, take student volunteers to share their writing and to define the terms “cause” and “effect” together as a class. Ask students if they used the sequence words “then”, “next”, “so” in their writing to help explain the story better.

Tell students that they will be writing another diamante poem, individually or in pairs, but this time, focusing on cause and effects as found in Lima’s Red Hot Chili Peppers.

**Demonstrate:** Create a t-chart or use the cause and effect graphic organizer on the left hand side to go through the story line and discuss the actions which Lima took and their effects.

- What did she eat first?
- What did her family members give her to eat?
- How did Lima respond?
- What was the final effect of all of that food?

As you demonstrate the relationship between actions and consequences, causes and effects, students should begin thinking about the poem in a new way.

Next, pull up the cause and effect diamante template. Work together as a class and create a poem which shows the relationship through this organized and structured poem.

**Guide:** Ask students to now work individually or in pairs to apply their freewriting incident (where they did something and immediately regretted it) to this poem format.

They should use words from their dual language analysis portfolio wherein they have been collecting words; they can use words from their home language or French. Scaffold with students as they select their words and demonstrate the application of compare and contrast, cause and effect, action and consequence in their own poetry.

Students are also encourage to use the remainder of the page to draw their incident and present their poem to the class in partners or individually.

***Translanguaging Integration:***

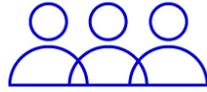
As with any creative writing assignment, translanguaging can be incorporated in many ways: students can write the poem entirely or partially in their home language and write a side by side translation in English.

***Extensions for Advanced Students:***

Why do you think that Lima's grandmother gave Lima milk? What is it about milk that was able to stop Lima's mouth from burning? Research this scientific reaction and present your findings to the class!

<p><b>Critical Question:</b>  <i>How do we promote the usage of students' language background and intercultural understanding?</i></p> <p><i>How can we extend student thinking and prepare English Language Learners?</i></p> <p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Dual Language Books Response Questions</a></li> <li>2. <a href="#">Post-activity intercultural understanding reflection</a></li> <li>3. <a href="#">Metalinguistic awareness worksheet</a></li> <li>4. <a href="#">Dual Language Analysis</a></li> <li>5. <a href="#">My Languages and Cultures</a></li> </ol>	<p><b>Conclusion and Reflection: Multilingual Cognizance</b></p> <p>This classroom lesson plan can be extended into think about best practices for teachers as they enter an increasingly diverse landscape wherein students present myriad racial, linguistic, economical, and gender-based identities.</p> <p>Think not only about your role as an educator in preparing students to engage respectfully in and out of the classroom, but how you can take anxiety-inducing interactions experienced by migrant and newcomer students and unpack them during instruction time.</p> <p>For the conclusion and reflection portion of this particular lesson, ask students to write a journal entry into what they thought about today's class. Besides poetry, how else would they express their favorite meal? What else about their culture do they want to share with their fellow classmates?</p> <p>Encourage students to write honestly in these journals, assuring them that you alone will be reading them. Use the journals not only as a formative assessment in their writing skills but for their content to inform your future teaching practices.</p>
<p><b>Critical Questions</b>  <i>How can we design authentic assessments that encourage and empower students to use both their L1 and their target language to make meaning of texts and identity as they improve their own literacy?</i></p> <p><b>Correlating Program of Studies Objectives</b>  <b>3.3 Organize, Record and Evaluate</b>  <b>4.3 Present and Share</b>  <b>5.1 Respect Others and Strengthen Community</b>  <b>5.2 Work within a Group</b></p>	<p><b>Homework - My Multilingual Profile Journey and Language Comparison</b></p> <p>Students should continue to work on their dual language analysis and reflection worksheets and finish their individual poems if they have not already, preparing to present them in class.</p>





KONECT

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A resource for teachers and teacher educators  
by Rahat Zaidi

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