

# Curriculum Lesson Plan Guide

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| **Course or Grade Level:** 2nd - 5th  **Quarter:**  **Unit # and Title:** Diversity in Life and Language. (3 pp).  **Lesson #** 1 **of** 4  **Suggested Time:** 20-30 minutes | **Enduring Understanding(s) and Essential Question(s) focused on in this lesson:**  **Understandings:**  Variation occurs in life.  Variation occurs in language.  **Questions:** How can we use the terms *formal* and *informal* to describe clothing? |
| **Alignment with SOL or other standards:** National English Standards 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.  9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.    **What students will know and be able to do as a result of this lesson:**  1. The students will recognize that variation is natural and desirable in life.  2. The students will recognize and use the terms formal and informal to describe clothing. | **Assessing evidence of student learning:**  Teacher Observation  Formal/Informal clothing collages |
| **Resources/Technology:**  General classroom supplies (markers, pencils, chart paper)  Scissors  Magazines or catalogs  Construction paper | |
| **Introduction: [Hook to prior learning or real life experiences]**  Have the students gather around the Informal and Formal Clothing chart shown in the section below. Ask the students to think the different types of clothing they wear. Have the students describe how they dress at school. Have students give examples of other times that they have to dress up. They might give examples such as going out to dinner, a wedding, or church. Then, ask students if they always have to dress up. Of course your students will say that they do not always have to dress up. Have students give examples of times that they do not have to dress up. They may give examples such as the beach, a baseball game, or playing outside. Explain to the students that today they will be discussing how people dress differently at different times. | |

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| **Lesson sequence that develops the Enduring Understandings and Essential Questions [including activities for student rethinking, revising, refining]:**  1. Show students the chart below.  Clothing  *Informal Formal*  2. Ask students to think about the types of clothes that they wear when they dress up or dress nicely. Say, “what do you wear when you dress up or when you dress nicely?” You will likely get responses such as a nice suit and tie, uniform, or slacks. Write these responses under the formal heading.  3. Explain to the students that the word *formal* means to dress up. Therefore, they have just given some responses for formal clothing.  4. Tell your students that the opposite of formal is informal. You might say, “If formal means you have to dress up and might wear something like a suit and tie, what would you wear for something that is informal?” Your students will likely respond by saying jeans and a sweatshirt, a bathing suit, or sports uniforms. Write these responses under the informal side. Your chart will likely look similar to the one below.  Clothing  *Informal Formal*  jeans and sweatshirt suit and tie  bathing suit nursing uniforms  sports uniforms military uniforms  shorts school uniforms  **Closure Activity:**  Once students have finished the independent assignment, call on a few students to add to your Informal and Formal Clothing chart. You can display the clothing collages around the room for future reference. |  |
| **Suggested modifications for differentiation:**  To help struggling students, you might choose to create a felt board with different examples of clothing. You can cut clothing out of a catalog and paste the clothing to felt. Students can then use this center to categorize clothing as formal and informal. | |
| **Independent assignment or next expectation:**  Give the students the two different colors of construction paper that you labeled “Informal” and “Formal.” Have your students use magazines and catalogs to cut out different articles of clothing. Tell your students to cut out at least five examples of informal clothing and five examples of formal clothing. Then have them paste the various articles of clothing on the appropriate piece of paper. Once students have completed the assignment, have them discuss their decisions in groups of three or four. Make sure you circulate throughout the room during this time to help promote valuable discussions. For example, you might ask questions such as, “Why did you paste the Girl Scout uniform on the formal page?” | |
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| **Submitted by: of (school): on (date): for NNPS** |

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| **Course or Grade Level:** 2nd - 5th  **Quarter:**  **Unit # and Title:** Defining Informal and Formal **Possessive Patterns.**  (5 pp).  Note: This unit presupposes prior work and understanding from Unit 1, *Diversity in Life and Language.* That unit introduces the terms, *formal* and *informal* English.    **Lesson #** 1 **of** 4  **Suggested Time:** 20-30 minutes | **Enduring Understanding(s) and Essential Question(s) focused on in this lesson:**  Understandings:  Language shows meaning through pattern.  Informal English uses one pattern to show possessive.  Formal English uses another pattern to show possessive  Questions: What pattern shows possession – in informal English? In Formal English |
| **Alignment with standards:** National English Standards 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.  5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.  6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.  9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.    **What students will know and be able to do as a result of this lesson:**  1. The students will recognize possessive patterns in Formal and Informal language.  2. The students will define possessive patterns in Formal and Informal language.  3. The student will distinguish between Formal and Informal possessive patterns.  4. The student will write 2 sentences using the Formal possessive pattern and 2 sentences using the Informal possessive pattern. | **Assessing evidence of student learning:**  Teacher Observation |
| **Resources/Technology:**  General classroom supplies (markers, pencils, chart paper) | |
| **Introduction: [Hook to prior learning or real life experiences]**  Have the students gather around the Possessive Patterns chart (shown in the lesson section). Keep the chart covered. Review the terms *formal* and *informal* with the students, and tell them that today they are going to look at some formal and informal language patterns.  Call on several students to give examples of places or situations in which informal language would be an appropriate choice (home, with friends, a basketball game). Then have several students give examples of places or situations in which formal language would be the most appropriate choice (school, talking to the principal, a job interview).  Ask students to define the word *possession* If you do not get a response, explain that a possession is something you have or own. For example, I own a blue truck, so one of my possessions is a blue truck. Have several students give examples of possessions they have. | |

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| **Lesson sequence that develops the Enduring Understandings and Essential Questions [including activities for student rethinking, revising, refining]:**  1. Show students the Possessive Patterns chart. Tell your students that today they are going to define the patterns for possessives in informal and formal language. Possessive Patterns   **Informal English Formal English**  Taylor cat is black. Taylor’s cat is black.  The boy coat is torn. The boy’s coat is torn.  A giraffe neck is long. A giraffe’s neck is long.  Did you see the teacher pen? Did you see the teacher’s pen?    **Discovering informal English possessive pattern**  **Examine sentences**  2. Start by reading through the informal sentences. Then reread the first sentence.  **Seek pattern**  3. Say, "Taylor cat is black. Let's see how this sentence shows ownership. Who does the cat belong to?" Once students answer that the cat belongs to Taylor, ask "how do you know." Students will most likely answer that it says *Taylor cat*.  **Define pattern**  4. Now you will help your students define the pattern be repeating their response and putting it in context. "Oh, Taylor is next to cat. So, you're saying that the owner, or Taylor, is right next to what it is owned, the cat. Maybe this is the pattern for informal possessives - owner plus what is owned."  **Test pattern**  5. Help your students test the pattern in each of the informal sentences. Read each sentence and have the students determine if the pattern of owner plus what is owned holds true. So you'll read *The boy coat is torn*, and say, "who is the owner?" The students will respond that the boy is the owner. Then ask, "what does he own." The students will say that he owns the coat. You can then say, "so the boy is the owner and the coat is what he owns. That follows our pattern of owner plus what is owned." Read through each sentence in this manner.  **Write informal English pattern**  6. Write the pattern, *owner + what is owned*, under the last informal sentence.  **Discovering formal English possessive**  **Examine sentences**  7. Read through the formal sentences.  **Seek pattern**  8. Ask your students how the pattern differs from the informal sentences. The students should note that there is an *‘s* in the formal pattern.  **Define pattern**  9. Ask your students to identify which word uses the *‘s.* You might say, “when we talked about informal language, we found that there was an owner plus what they owned. Is this true for formal language?” Once students determine that *Taylor* is still the owner and the *cat* is still what is owned, you can ask to which word the *‘s* is attached. Your students should explain that the *‘s* is attached to the owner. Say, “so the pattern is owner + *‘s* + what they own. Let's see if that is true for every formal sentence.”  **Test pattern**  10. Lead the students through the process of checking the pattern. You might say, “Let’s look at the first sentence—*Taylor’s cat is black.* Does that follow the pattern?” Help the students track through the sentence. Point to *Taylor* and say “we have the owner.” Then point to the *‘s* and say “here is the *‘s*.” Then point to *cat* and say “here is what is owned. This sentence fits the pattern.” Check each sentence to make sure they all follow the pattern.  **Write pattern**  11. After you have led the students to check their rule with each sentence, write the pattern, or patterns, on the formal side of the chart (*owner* + *‘s* + *what is owned*). You might have some students who realize that both of the words that make up the pattern are nouns. If this is true, you can also write the patterns *noun + noun* and *noun +'s + noun* in the appropriate columns.  Here is what the final chart looks like: Possessive Patterns   **Informal English Formal English**  Taylor cat is black. Taylor’s cat is black.  The boy coat is torn. The boy’s coat is torn.  A giraffe neck is long. A giraffe’s neck is long.  Did you see the teacher pen? Did you see the teacher’s pen?  **The patterns**    owner + what is owned owner + *-‘s* + what is owned  **Closure Activity:**  Have students work in small groups or with a partner to write two informal and two formal possessive sentences. Allow several students to share their sentences. Make sure you have the students explain how their sentences fit the possessive patterns. |  |
| **Suggested modifications for differentiation:**  Students who finish early can share their sentences with one another and discuss the pattern they use most often when speaking and writing.  Students who have difficulty writingcan write one informal and one formal possessive sentence. | |
| **Independent assignment or next expectation:**  In the next lesson, students will continue to write sentences using the informal and formal possessive patterns. They will also categorize sentences as informal or formal. | |

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| **Submitted by: of (school): on (date): for NNPS** |

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| **Course or Grade Level:** 2nd - 5th  **Quarter:**  **Unit # and Title: Defining Informal and Formal Past Time Patterns.**  (5 pp.).  Note: This unit presupposes prior work and understanding from Unit 1, *Diversity in Life and Language*. That unit introduces the terms, *formal* and *informal* English.    **Lesson #** 1 **of** 4  **Suggested Time:** 30 minutes | **Enduring Understanding(s) and Essential Question(s) focused on in this lesson:**  Understandings:  Language shows meaning through pattern.  Informal English uses one pattern to show the passage of time.  Formal English uses another pattern to show the passage of time.  Questions: What pattern shows past time – in informal English? In Formal English? |
| **Alignment with standards:** National English Standards 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.  5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.  6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.  9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.    **What students will know and be able to do as a result of this lesson:**  1. The students will recognize past time patterns in Formal and Informal language.  2. The students will define past time patterns in Formal and Informal language.  3. The student will distinguish between Formal and Informal past time patterns.  4. The student will write 2 sentences using the Formal past time pattern and 2 sentences using the Informal past time pattern. | **Assessing evidence of student learning:**  Teacher Observation |
| **Resources/Technology:**  General classroom supplies (markers, pencils, chart paper) | |
| **Introduction: [Hook to prior learning or real life experiences]**  Have the students gather around the Past Time Patterns chart (shown in the lesson section). Keep the chart covered. Review the terms *formal* and *informal* with the students. Say, "we have been working with the words *formal* and *informal*. Can anyone give an example of time we would use formal language? When would it be appropriate to use informal language?" Tell your students that today they are going to look at some formal and informal language patterns that deal with action verbs. | |

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| **Lesson sequence that develops the Enduring Understandings and Essential Questions [including activities for student rethinking, revising, refining]:**  1. Show students the Showing Past Time chart, and say, "today we are going to look at how we show that something has already happened, or how we show past time. We will look at sentences that use the informal pattern and sentences that use the formal pattern. Let's look at the chart." Showing Past Time   **Informal English Formal English**  Yesterday they play in the park. Yesterday they played in the park.  She mail the letter this morning. She mailed the letter this morning.  Last Saturday we watch that movie. Last Saturday we watched that movie.  I call my grandma two days ago. I called my grandma two days ago.  Martin Luther King talk to the people. Martin Luther King talked to the people.    **Discovering The Informal Pattern for Showing Past Time**  **Examine sentences**  2. Show students the chart. Say, "let's look at the informal sentences first." Read through each sentence.  **Seek pattern**  3. Ask your students how they know the action has already happened. They should recognize that words such as *yesterday, this morning,* and *last Saturday* indicate that the action is past. Circle these words in each sentence. Note that the last sentence does not contain one of these clue words. Have them focus on the first four sentences for now.  **Define pattern**  4. Help your students define the pattern by saying, “I wonder what the rule is for using showing past time in these first four sentences.” Your students will probably repeat each of the words that you circled. Help them further define this by saying, “Oh, so there are *other words* *in the sentence* that tell us something happened in the past.”  **Test pattern**  5. Once students have determined a pattern, test the description of the pattern by rereading each informal sentence to see if the pattern makes sense. You might say, "Let's look at the first sentence, yesterday they play in the park. Is there a word in this sentence that tells us it happened in the past? You're right, we already circled *yesterday* because that word let us know that the playing has already happened."  **Write pattern**  6. Write the rule, *other words in the sentence*, on the informal side of the chart.  7. Now focus on the last sentence, *Martin Luther King talk to his people*. Read the sentence aloud to the students. Ask your students how they know that the action happened in the past. They will most likely say that Martin Luther King lived in a past time or is no longer living, therefore, the action must have happened in the past.  You can call this understanding common knowledge. Say, "oh, so you're saying that it is common knowledge that Martin Luther King is no longer living? Since most people already know this, we can call it *common knowledge*." Add *common knowledge* to the rules on the informal side of the chart.  **Discovering The Formal Pattern for Showing Past Time**  **Examine sentences**  8. Now read through the formal sentences. Draw the students' attention to the underlined words by saying, "let's read through all of the formal sentences now. Pay close attention to the underlined words because they give us a clue as to how the formal pattern is different from the informal pattern.  **Seek pattern**  9. Ask your students to look at how the formal sentences are different from the informal sentences. Your students will most likely notice that the verbs have an *–ed* on the end of them.  **Define pattern**  10. Ask your students, "how can we write this pattern on our chart?" They will most likely determine that the pattern is “verb + -*ed* = past actions.”  **Test pattern**  11. Read through each sentence to see if this rule holds true in each case. So you will read, "*yesterday they played in the park*. Is there a verb with an *-ed* on the end of it in this sentence? You're right, *play* ends in an *-ed*, so this sentence fits our pattern." Continue to read check each of the sentences in this way.  **Write pattern**  12. Write the rule (*verb + -ed*) on the formal side of the chart.  Here is what the final chart may look like: Showing Past Time   **Informal English Formal English**  Yesterday they play in the park. Yesterday they played in the park.  She mail the letter this morning. She mailed the letter this morning.  Last Saturday we watch that movie. Last Saturday we watched that movie.  I call my grandma two days ago. I called my grandma two days ago.  Martin Luther King talk to the people. Martin Luther King talked to the people.  **The patterns**    other words in the sentence verb + -ed  common knowledge    **Closure Activity:**  Have students work in small groups or with a partner to write two informal and two formal sentences that show past time. Allow several students to share their sentences. Make sure you have the students explain how their sentences fit the patterns for showing past time. |  |
| **Suggested modifications for differentiation:**  Students who finish early can share their sentences with one another and discuss the pattern they use most often when speaking and writing.  Students who have difficulty writingcan write one informal and one formal sentence. | |
| **Independent assignment or next expectation:**  In the next lesson, students will continue to write sentences using the informal and formal patterns for showing past time. | |

These lessons are the intellectual property of Rebecca Wheeler and Rachel Swords.

They will become part of supplemental materials to

Wheeler & Swords (2006) *Code-switching:Teaching Standard English in Urban Classrooms.*

We welcome you to use the lessons with appropriate citation. rwheeler@cnu.edu.

Code-switching Shopping List (a tool for secondary school students)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do any of the top 10 or so informal English patterns appear in your paper? If so, put a check in the corresponding box and then *code-switch* to formal English! Put a smiley face, ☺, to show when you use formal patterns in your writing. “Flip the Switch!”

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| Informal v. Formal English Patterns | Paper 1  \_\_\_\_\_\_\_ | Paper 2  \_\_\_\_\_\_\_ | Paper 3  \_\_\_\_\_\_\_ | Paper 4  \_\_\_\_\_\_\_ |
| **Noun patterns** |  |  |  |  |
| **Possessive**  The dog\_tail v. the dog’s tail |  |  |  |  |
| **Plurality: “Showing more than one”**  Three cat\_ v. Three cats |  |  |  |  |
| **A v. an**  An rapper v. a rapper  A elephant v. an elephant |  |  |  |  |
| **Verb patterns** |  |  |  |  |
| *Subject- Verb Agreement*  She walk\_ v. She walks |  |  |  |  |
| *Showing past time(1)*  I finish\_ v. I finished |  |  |  |  |
| *Showing past time (2)*  She seen the dog v. She saw/had seen… |  |  |  |  |
| *Be understood*  He \_\_ cool with me v. He is cool with me |  |  |  |  |
| *Making Negatives*  She won’t never v. She won’t ever |  |  |  |  |
| Other pattern: \_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Other pattern: ­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

Excerpted from Wheeler & Swords (2006), *Code-Switching: Teaching Standard English in Urban Classrooms,* Urbana, IL: NCTE

Code-switching Shopping List – Differentiated instruction (a tool for teachers)

Class: Day:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Data-driven differentiated instruction. As you read student essays, note which students need work on which Everyday English patterns. You might use this tool to form peer-editing groups of students who have similar grammar needs, or to guide you in calling on students in class, or tracking class needs and progress\.

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| Informal v. Formal English Patterns | Students |
| **Noun Patterns** |  |
| **Possessive**  The dog\_tail v. the dog’s tail |  |
| **Plurality: “Showing more than one”**  Three cat\_ v. Three cats |  |
| **A v. an**  An rapper v. a rapper  A elephant v. an elephant |  |
| **Verb Patterns** |  |
| **Subject- Verb Agreement**  She walk\_ v. She walks |  |
| **Showing past time(1)**  I finish\_ v. I finished |  |
| **Showing past time (2)**  She seen the dog v. She saw/had seen… |  |
| **Be understood**  He \_\_ cool with me v. He is cool with me |  |
| **Making Negatives**  She won’t never v. She won’t ever |  |
| Other pattern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

**SHOWING PAST TIME**

**I finish\_\_ v. I finished**

**INFORMAL FORMAL**

I already finish\_ my paper I already finished my paper

Nat Turner change\_ the world Nat Turner changed the world

Yesterday, I went home and turn\_ on the TV Yesterday, I went home and turned on the TV

The sign say Whites only. The sign said Whites only.

When he said, “I have a dream,” everything change\_ When he said, “I have a dream,” everything changed

THE PATTERNS

#### Other signal words in sentence Verb + -ed

*Common knowledge (or other change in shape:‘said, meant’, etc)*

**Showing possession**

**Derick team v. Derick’s team**

**INFORMAL FORMAL**

I played on Derick team I played on Derick’s team

You were going to say that boy name You were going to say that boy’s name

You step on someone foot by accident You step on someone’s foot by accident

… in some old people neighborhood … in some old people’s neighborhood

THE PATTERNS

*owner + owned owner + ‘ +-s + owned*