Code Switching within a Dual Language Classroom

A Teacher Manual for How to Utilize Code Switching in the Classroom

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What is Code Switching?

Within any setting where two languages are being utilized, it is common to see speakers use both languages. Using both languages is especially common within a dual language program, where students who are native in two different languages are placed in a single classroom learning and using each other's native language through the learning of the content. Once learners are learning and acquiring a new language, it is very likely to see these learners go back and forth between both languages, especially as they each acquire more of the languages. This phenomena is known as code-switching. The formal definition of code-switching is when the use of two or more languages within a single utterance or conversation takes place (Reyes, 2004). Out of the different languages spoken in the United States, this phenomena is more commonly seen within bilingual Hispanic students code switching between Spanish and English (Lipski, 2005).
**Code Switching vs Borrowing**

- Research on code switching demonstrates that fluent bilinguals use code switching as they use many other linguistic resources, drawing upon both (or all) of the codes available to them in a patterned and structured way in order to express their meaning (Palmer, 2009).
- For a bilingual student to be able to code switch between two languages he/she must understand the grammars and the structures of each language to be able to use them with ease as they express their understandings and meanings within the classroom.
- Code switching is the use of two or more languages in a single utterance but in a complex way. Borrowing is like a loan or placement of single common words or phrases within sentences or utterances (Lipski, 2005).
- This is distinctly different than code switching because a completely monolingual speaker can engage in borrowing while in a conversation without having knowledge of the grammars, vocabulary, and structures of the language.
- However, borrowing can be different for newly arrived Hispanic students in a Dual Language Program. Newly arrived students in Dual Language Programs are exposed to both languages and have the comfort and support of using their native language. Once ELL's frequently hear and learn the new language, they begin to use the new language.
- Borrowing used by a newly arrived student in a Dual Language Program can be seen as the beginning stages of code switching. When newly arrived students begin to borrow lexical items in a utterance, they are testing and playing around with the new language as they are learning it (Lipski, 2005).
- Testing the language is different from the instance before because in this case the speaker is a Spanish dominant speaker with the goal of learning a new language and becoming bilingual.
Different Types of Code Switching

According to Moore (2002), “code switching highlights different stages in the unfolding of meaning for the bilingual learner” (p. 290). The different types of code switches that dual language students utilize are correlated with the level of linguistic proficiency they have in the second language; ex. beginner, intermediate, advanced. Research identifies three stages of code switching that correlates with the level of ELL, insertion, alternation, congruent lexicalization.

Insertion:

Borrowing when utilized by a dual language student who is maintaining his/her native language while learning his/her second language is seen as testing the new language and the beginning stages of code switching (Lipski, 2005). This form of code switching is called insertion and is utilized by beginner dual language students. An example of insertion can be found in a first grade dual language classroom while students were socializing in between lessons.

Conversation A: Conversation during transitional periods

Student 1: A mi me gusta ver Los Power Rangers
Student 2: Yo tambien. Yo soy el Power Ranger verde.

In this case, the student is a Spanish dominant student who inserted the title Power Rangers, a TV show that this student and his friends really enjoy, into the conversation that is mainly in Spanish. The reason for insertion in this case is because the title of the show that the boys watch is originally in English. But other forms of insertion show the vocabulary of the lesson being used. The next example of insertion is also in a first grade dual language classroom during a Science ESOL lesson about pets.
Conversation B: ESOL Science lesson on pets

Teacher: What kind of pet do you have?
Student 1: Maestra, yo no tengo un pet. Pero yo quiero un dog.
Student 2: Santa Clause me trajo un dog!

In this case, Student 1 is a newly arrived student from Puerto Rico and is responding to a question the ESOL teacher has asked. When the teacher asked about what kind of pet he has, student 1 shows comprehension of the question because he answers her question correctly and even inserts familiar vocabulary terms. Student 2 continues to add on to his response by commenting on her own experience with pets.

**Congruent Lexicalization:**

Congruent lexicalization can be found used with intermediate to advanced ELLs. This form includes the use of lexical items from each language into shared grammatical structures (Lipski, 2005). In this form, a student relies and draws on both resources to properly express his/her understanding and meanings. This code switching requires a lot more skill and understanding of both language grammars and structures. An example of congruent lexicalization can be found within a second grade dual language program within a conversation with a teacher and student during a guided reading lesson.

Conversation C: Guided Reading Lesson

Teacher: Que paso con el conejo en el cuento?
Student: El conejito estaba going up, up, y up y todos los papers se cayeron.

This type of code switching is very interesting because the learner is showing comprehension of the story she has just
read by drawing upon both resources he/she has. The constant code switching back and forth within this conversation shows how the student utilized the vocabulary and structures of both languages without violating either rules of English or Spanish (Toribio, 2004). This type of switching requires a high level of skill within both languages.

**Alternation:**

Alternation can be found used with intermediate to advanced ELLs as well. Alternation is when code switching occurs between the structures of each language (Lipski, 2005). This form of code switching usually has a separation of the two languages (Lipski, 2005). In the following example of alternation, the teacher of a first grade dual language classroom was grabbing the attention of a Spanish dominant student during the lesson.

**Conversation D: 1st Grade Dual Language Classroom**

Teacher: Jay (pseudonym)  
Student: Que?  
Teacher: Dejate de hablar y ponte a trabajar!  
Student: What! I wasn't talking!

In this example of code switching you can see the clear alternation between languages as well as the separation of the two. This shows how the student has the ability to alternate between either language with ease showing a high level of oral proficiency in both languages. Within this type of code switching, Toribio (2004) discusses how this type of code switching allows for greater expressive possibilities and suggests that the speaker has a high level of proficiency in both languages.
When do Students Code Switch?

Students who code switch know when to speak, when not to speak, what to talk about and with whom, when and where and in what manner consciously know they are code switching (Reyes, 2004). But in what contexts and situations do these students code switch. In Reyes' (2004) research, she discusses two functions of code switching in which bilingual students are found code switching. According to Reyes (2004), code switching varies according to the situation known as situational code switching and within the conversation known as metaphorical code switching.

Research has found that children who code switch develop the knowledge on how and when to use their two languages depending on the addressee, topic of the conversation, and the situation (Reyes, 2004). The following table includes different instances of code switching, which can occur due to the situation within a school setting.

Table 1
Examples of Situational Code Switching (Reyes, 2004)

<table>
<thead>
<tr>
<th>Examples of Situational Code Switching</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation Switch</td>
<td>Code switching when it occurs to academic and non academic conversations.</td>
</tr>
<tr>
<td>Insistence</td>
<td>Code switching when a child is putting emphasis on a specific idea. Usually includes the child repeating the same utterance in both languages.</td>
</tr>
<tr>
<td>Clarification or Persuasion</td>
<td>When a child is giving more information to clarify an idea.</td>
</tr>
</tbody>
</table>
The other form of code switching Reyes (2004) discusses has to deal with code switching occurring within the conversation, metaphorical code switching. The following table includes example of when students code switch within conversation.

Table 2
Examples of Metaphorical Code Switching (Reyes, 2004)

<table>
<thead>
<tr>
<th>Example of Metaphorical Code Switching</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation of Speech</td>
<td>Code switching to represent what other people have said.</td>
</tr>
<tr>
<td>Imitation Quotation</td>
<td>Code switching when you are imitating someone or changing your voice to play a particular character.</td>
</tr>
<tr>
<td>Turn Accommodation</td>
<td>Code switching between speaker's turn.</td>
</tr>
<tr>
<td>Emphasis</td>
<td>Code switching to put emphasis on a command.</td>
</tr>
<tr>
<td>Person Specification</td>
<td>Code switching occurring when children referred to another person during the conversation.</td>
</tr>
<tr>
<td>Question Shift</td>
<td>Asking a question in the conversation in a different language.</td>
</tr>
</tbody>
</table>

These two tables of examples as to why students code switch show how code switching is not done out of curiosity, laziness, or language incompetency but instead for a reason. Each type of functional code switching whether it is situational or metaphorical all had a reasoning behind the use or purpose of each. Which negates the general perception of the use of code switching within the classroom.
Teacher Perception on Code Switch

As one of the components of a dual language classroom, the students are learning and using two languages at separate times of the day, week or subject. There is a clear separation of the use of each language. The following are general perceptions teachers have on students code switching.

- When students combine both languages in a single utterance, this is seen by teachers and administrators as inappropriate or errors (Palmer, 2009).
- Teachers in a dual language classroom usually want to encourage students not to combine the languages.
- To a lot of educators and researchers, the use of code switching is seen as a sign of weakness or lack of proficiency in the desired language (Palmer, 2009).
- The Dual Language Program believes that students learn a language more fluently if students “stay” in the desired language (Palmer, 2009).
- The more they are “forced” to use the target language, the better they learn it. Therefore, code switching does not fall into the theory of “staying” within the target language.
- It is believed that if a student relies too much on the native language, then he/she will not fully develop the second language.

Therefore, the use of code switching in a well implemented dual language classroom is discouraged.
Student Feelings in the Classroom

- When working with any type of student, it is important that he/she feel comfortable in his/her own classroom and that the teacher has created a positive and welcoming learning environment for his/her students to grow.
- In a society where English is the dominant language spoken in students' communities and schools, the language that heritage language learners bring into the schools and classrooms is not seen as important as the dominant language, English. This is even more true since there is great importance on high stakes testing, especially with the ELA state exams. As seen through observations of dual language programs, some students have been scolded or embarrassed in front of the classroom when they are not speaking the language of the day or lesson.
- In observing a first grade ESOL class, some beginning ELLs did not participate unless the teacher unexpectedly called on them because they were too shy to speak in their second language.
- As stated from Toribio's (2004) interview with a bilingual student about his/her school community, “A teacher comes up to you and tells you, 'No, no. You know that is a filthy language, nothing but bad words and bad thoughts in that language.' I mean they are telling you that your language is bad” (p. 134). In this quote, the student is showing the perception the school community has on the use of a foreign language within the school. The student now has a negative experience with using his/her own language within the school thinking that it is “bad” to use. This negative experience is very similar to when a teacher says to a student, “no, today is an English/Spanish day” or “in here we speak English/Spanish”.
As a teacher, he/she is not allowing the student to participate or express their understandings unless he/she can say it in the desired language. The ability of fully speaking in the desired language if it is the student's second language can be a very difficult task for students who are recent arrivals to the United States. Students who do not feel comfortable in their classroom environment do not feel valued and are not eager to participate in classroom activities. It is important to make it clear to all students that they are valued and that any differences between them have no bearing on how they will be treated by you or others in the classroom (Van Stone, 2013). Students who feel valued and comfortable in the classroom are more likely to branch out socially and academically. Therefore, neglecting or not accepting the use of code switching from our students as a part of their learning process can give a negative experience to the student as he/she is trying to participate in classroom activities.
How Teachers can Incorporate Code Switching in the Classroom

Code switching can also be seen as a culturally and linguistically sensitive pedagogical method (Losey, 2009). With the amount of diversity teachers are seeing in their classrooms, the schools are asking for teachers to implement culturally sensitive methods in their teaching to accommodate and differentiate for their learners. Teachers who code switch and allow students to code switch within the lesson welcomes the kinds of diversity that can be found in the classroom, as well as accommodate those learners that need it. In Canagarajah's (2011) research, teachers have provided a safe space for students to adapt their multilingual repertoire for learning purposes and teachers have collaborated with students in using code switching as a resource. The follow ideas are ways Code Switching can be used in the classroom as a beneficial resource for teachers and students.

Responsible Code Switching-

Teachers code switching within the presentation of the lesson allows for heritage language learners, especially beginners, to better understand the lesson. This method is called responsible code switching, when the teacher plans ahead of time when he/she should code switch in the lesson to enhance the students' cognitive skills and to clarify or reinforce the lesson material (Lewis et al., 2012). In this case, when the teacher is using code switching, it does not show weakness or lack of knowledge, but using code switching responsibly to better accommodate to their learners' needs, so that the students are using the first language to guide them through learning their second language (Lewis et al., 2012).
Constructing and transmitting knowledge-

Depending on the lesson objective, whether is it a vocabulary objective vs content knowledge objective, code switching can be very useful when teaching heritage language learners. By utilizing responsible code switching within lesson presentations, teacher can ensure that their native Spanish speakers or native English speakers are receiving the appropriate and important information necessary to achieve the lesson objective.

Classroom management-

A good, positive, and consistent classroom management is an important aspect to ensure student learning. During transitional periods, code switching can be used as a tool to make sure students of either language are aware of their expectations. A recommendation is to alternate between both languages so that the students see there is an equal significance of knowing the two.

Comprehension/confirmation checks-

Within the classroom, code switching can be used in a variety of ways. Depending on the lesson objective, whether is it a vocabulary objective vs content knowledge objective, code switching can be very useful when teaching heritage language learners. Code switching employed by teachers and students as a resource can be used for constructing and transmitting knowledge, classroom management, and interpersonal relations (Saxena, 2009). If the objective of the lesson is for the students to learn a specific skill or understand a new topic/idea, code switching can be used to make sure that the heritage language learners understand an important detail of the topic. Code switching for comprehension or confirmation checks can be a good tool for teachers of heritage language learners to make sure all students are getting something out of the lesson.
Consistent flow of student responses—

Code switching can be utilized in the classroom by teachers is to make sure there is a consistent flow in student responses and to assure everyone has a chance to participate in classroom discussions/activities (Saxena, 2009). One important aspect of learning is making sure that students are engaged in the lesson and are demonstrating their knowledge through questions and responses. To make sure our heritage language learners are included in the discussions, code switching can be used to make their responses flow with ease and to allow them to utilize the resources they have to get their point across and/or demonstrate their knowledge.

The rest of this manual provides sample common core ELA lessons with examples of when teachers can code switch to accommodate ELLs and students code switching to provide examples of how teachers can positively respond. The NYS ELA Listening and Learning lessons follow the same three part format for Grades K-2, which include Introducing the Read Aloud, Presenting the Read Aloud, and Discussing the Read Aloud. For Grades 3-6, the ELA lessons also follow the same format, which includes the opening, work time, and closing and assessment. Pieces of each lesson from Grades K-2 and 3-5 have been pulled out and analyzed to include instances when to code switch.
Sample NYS Common Core Lessons
All Lessons are found and taken from the NYS website engageny.org

Grade: Kindergarten

Lesson: Listening and Learning Strand Domain 8 Seasons and Weather, Lesson 1- What's the Weather Like? The focus is on presenting the Read Aloud

Outline:

<table>
<thead>
<tr>
<th>At a Glance</th>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing the Read-Aloud</td>
<td>Domain Introduction</td>
<td>large monthly calendar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Where Are We?</td>
<td>U.S. map</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purpose for Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting the Read-Aloud</td>
<td>What's the Weather Like?</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Discussing the Read-Aloud</td>
<td>Comprehension Questions</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Word Work: Characteristics</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Complete Remainder of the Lesson Later in the Day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extensions

| Extensions          | Multiple Meaning Word Activity: Seasons       | Poster 1M: Seasons         | 15      |
|                     | Weather Diary                                 | Instructional Master 1B-1; drawing paper, drawing tools |         |

Take-Home Material

| Take-Home Material | Family Letter                                  | Instructional Masters 1B-2, 1B-3 | *       |

Lesson Objectives

Core Content Objectives

Students will:

✓ Demonstrate understanding of the following units of time and their relationship to one another: day, week, month, year

✓ Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season

✓ Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons

✓ Draw pictures that show an understanding of each season

✓ Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and most of the United States as having four seasons

✓ Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold), cloud cover (sunny, cloudy), and precipitation (rain, snow, sleet)
Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in the Introduction for additional standards addressed in all lessons in this domain.

Students will:

✓ With prompting and support, recall facts from “What’s the Weather Like?” and accurately answer questions such as who, what, where, and when (RI.K.1)
✓ With prompting and support, interpret information to answer questions and express opinions about “What’s the Weather Like?” (RI.K.1)
✓ With prompting and support, define and use new words, such as characteristics, from the read-aloud and the discussion about “What’s the Weather Like?” (RI.K.4)
✓ With prompting and support, describe an image of Annie writing a letter in “What’s the Weather Like?,” using the image to check and support comprehension of the read-aloud (RI.K.7)
✓ Actively engage in the nonfiction/informational read-aloud “What’s the Weather Like?” (RI.K.10)
✓ Draw a picture of the weather outside (W.K.2)
✓ Participate in a class research project by creating a daily weather diary (W.K.7)
✓ Create a drawing with sufficient detail of today’s weather (SL.K.6)
✓ Identify multiple meanings of seasons and use them in appropriate contexts (L.K.4a)
✓ Listen to a variety of texts, including informational narratives such as “What’s the Weather Like?”

Presenting the Read-Aloud 10 minutes

What’s the Weather Like?

Show image 1A-1: Annie in Washington, D.C.

Dear Kindergartners,

Hello! My name is Annie, and I live in a big city called Washington, D.C. I’m in fifth grade, but I remember when I was in kindergarten, just like you. Right now in school, my class is learning about seasons and weather. For my school project, I’m going to be your weatherman. I’m going to teach you what the weather is like where I live. I will also tell you about the weather in different areas, or places, on Earth. You can help me with my project by answering all my questions, so I can learn about what the seasons and weather are like where you live.

1. Seasons are different times of the year, and weather is what it is like outside.
2. That means that I will write letters to you to tell you about the weather.

Show image 1A-2: Kinds of weather

There are many different kinds of weather. There is sunny weather, cloudy weather, rainy weather, and stormy weather. What is the weather like outside today where you live?

My teacher says that no matter where you live on Earth, the weather is always changing, hour by hour, and day by day. But even though the weather changes, there are still weather patterns during certain times of the year. For example, the weather pattern in the summer is mostly sunny and warm. Weather patterns may change a lot in some places, and very little in other places. It all depends on where you live on Earth.

In these certain areas, teachers can take the opportunity to pause and ask comprehension or background knowledge questions. Code switching can be used as comprehension checks and consistent flow of student response.

For important vocabulary, teachers can use code switching as tool for constructing or transmitting knowledge.
The objective of this lesson is to gain new information about the weather on Earth. The code switching in this lesson can be used to help students obtain the pertinent information in this lesson.

Show image 1A-3: Earth with northern and southern polar regions colored blue

This is a map of the earth. I've colored two areas on the map blue. One is at the North Pole and one is at the South Pole. Even though the North and South Poles are at opposite ends of the earth from each other, they share the same weather patterns. The weather pattern at the North and South Poles is always cold, and the land is usually covered by ice.

Show image 1A-4: Antarctica

This is the South Pole, which is located on the continent of Antarctica. It is one of the coldest places on Earth. The ground is covered by ice all year long, though it almost never rains or snows here. The wind can be strong, and the temperature can be freezing cold.

Show image 1A-5: Middle section of the earth colored red with blue polar regions

I've colored the middle area of this map red. The weather pattern in this area is usually very warm all year long. The biggest change in the weather during different times of the year is the amount of rain.

Show image 1A-6: Rainforest

During certain months in the rainforest, the day may start off warm and sunny, but by afternoon it may rain very, very hard. This weather pattern may occur almost every day! This area gets lots of rain and sun almost year-round. The rain and sun keep the plants and trees green and healthy.

Show image 1A-7: The earth with colored areas and the United States in green

Do you see the part of this map that is colored green? This is most of the United States, the country we live in. Most of the United States is on the continent of North America, although the state of Hawaii is made up of islands located in the Pacific Ocean. In most of the United States, it's not always cold, like at the North and South Poles, and it's not always hot, like at the middle section of the earth. The weather in most of the United States changes with every season, so we get cold weather, hot weather, and everything in between.

Show image 1A-8: Seasons

There are four seasons in a year: winter, spring, summer, and autumn. Each season has different weather, so the weather in the United States changes depending on where you live and which season it is. Plants, trees, grass, and flowers change in different seasons. You will also see different kinds of animals in different seasons.
Comprehension checks/ and construction of knowledge is a good use of responsible code switching from the teacher to ensure the students are gaining new knowledge.

Comprehension checks- How is spring different from winter? Cual es la diferencia entre la primavera y el invierno?

Comprehension checks/ consistent flow of student responses to describe summer weather and autumn weather.

Teachers can use comprehension checks and consistent flow of students responses again to ask about students common and background knowledge.

For vocabulary, teachers again can use code switching to construct and transmit student knowledge.

Let’s say the seasons together: winter, spring, summer, and autumn. Do you know what season it is right now where you live? How do you know? Each season has its own special characteristics. For example, a characteristic of summer is hot weather, and a characteristic of winter is snow.

The seasons are different depending on where you live. Not all places get snow in the winter, and not all places are steaming hot in the summer. But one thing is for sure: no matter where you live, the seasons always change in the same order, year after year.

When something happens over and over again in the same order, it’s called a cycle. Every year the cycle of the seasons begins in winter, followed by spring, summer, autumn, and back to winter.

I’ll be talking about my hometown, Washington, D.C., a lot in my letters, but the characteristics of the four seasons where you live might be a little different. It will be fun to see if your weather is different from mine!

I’ll say good bye for now, but I will write again soon. Until then, I hope you are enjoying beautiful weather where you live!

Your friend,
Annie
Grade: First

Lesson: Listening and Learning Strand Domain 3 Different Lands, Similar Stories, Lesson 9 Tselane, The lesson is focused on discussing the read aloud.

Outline:

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<thead>
<tr>
<th>At a Glance</th>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing the Read-Aloud</td>
<td>Similar Stories from Different Lands: Story Element Review</td>
<td>World map or globe</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>What Have We Already Learned?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where Are We?</td>
<td></td>
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<tr>
<td></td>
<td>Purpose for Listening</td>
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<td>Presenting the Read-Aloud</td>
<td>Tselane</td>
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<td>15</td>
</tr>
<tr>
<td>Discussing the Read-Aloud</td>
<td>Comprehension Questions</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Word Work: Fright</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Complete Remainder of the Lesson Later in the Day</td>
<td></td>
<td></td>
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</tbody>
</table>

Extensions

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Materials</th>
<th>Minutes</th>
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<tbody>
<tr>
<td>Syntactic Awareness Activity: Demonstratives this, that, these, those</td>
<td>Common classroom objects [This exercise requires advance preparation.]</td>
<td>20</td>
</tr>
<tr>
<td>Venn Diagram</td>
<td>Venn diagram from Lesson 8; world map or globe</td>
<td></td>
</tr>
</tbody>
</table>

Objectives:

Students will:

✓ Explain that fictional stories come from the author’s imagination
✓ Identify folktales as a type of fiction
✓ Explain that stories have a beginning, middle, and end
✓ Describe the characters, plot, and setting of “Tselane”
✓ Explain that people from different lands tell similar stories

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

✓ Demonstrate understanding of the central message or lesson in “Tselane” (RL.1.2)
✓ Recount and identify the lesson in folktales from diverse cultures, such as “Tselane” (RL.1.2)
✓ Orally compare and contrast similar stories from different cultures, such as “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane” (RL.1.9)
✓ Prior to listening to “Tselane,” identify orally what they know and have learned about “Little Red Riding Hood” and “Hu Gu Po”
✓ Use determiners orally, such as the demonstratives this, that, these, and those

20
Discussing the Read Aloud:

Code switching can be beneficial to ensure students understand the meaning of new vocabulary.

Example of student response: Las arañas me dan miedo. Teacher response: That's great. Now let's practice the other way of saying it. Repeat after me, “Spiders give me terrible fright”.

**Word Work: Fright**

5 minutes

1. In the read-aloud you heard, “With a fright, [Tselane] tried to slam the door shut again, but it was too late.”

2. Say the word fright with me.

3. *Fright* means a sudden feeling of fear.

4. Trey’s house always made sounds at night that would give him such a fright.

5. Has something or someone ever given you a terrible fright? Try to use the word fright when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ gave me a terrible fright.”]

6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. Directions: I am going to read you some sentences. If I describe a situation that would give you a fright, say, “That would give me a fright.” If I describe a situation that would not give you a fright, say, “That would not give me a fright.” Remember to answer in complete sentences.

Explain that different things scare different people (give different people a fright), but students should be able to give reasons for their opinions. (Answers may vary for all.)

1. A spider falls on your desk.

2. A dog barks at you.

3. Your friend gives you a hug.

4. All of the lights suddenly go out.

5. A friend calls you to play outside.

6. A friend comes up behind you and yells, “Boo!”
E Pluribus Unum.

Outline:

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<td>Domain Introduction</td>
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<td>Introducing the Read-Aloud</td>
<td>Essential Background Information or Terms</td>
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<td>Word Work: Immigrants</td>
<td>world map or globe (optional)</td>
<td>5</td>
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Complete Remainder of the Lesson Later in the Day

<table>
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<th>Extensions</th>
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Take-Home Material

| Family Letter | Instructional Masters 1B-2, 1B-3 | |

Core Content Objectives

Students will:

- Explain the term immigrant
- Describe reasons immigrants leave their home countries to make a new home in the United States (e.g., push and pull factors)
- Identify the meaning of E Pluribus Unum

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- Identify push and pull factors that support the author’s points about why people immigrate (RI.2.8)
- Make personal connections to familiar foods brought to the United States by immigrants from other countries (W.2.8)
- Make personal connections to the experiences described in “E Pluribus Unum” of people leaving their home country and moving to another country (W.2.8)
- Ask a question to clarify the directions for an extension activity (SL.2.3)
- Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “E Pluribus Unum” (SL.2.5)
For this vocabulary extension, code switching to construct and transmit knowledge can be utilized to ensure the understanding of new vocabulary.

Code switching for a consistent flow of student responses is a good way to ensure whole class participation at a good pace. As well as code switching directions so that students know the expectations.

The Extension:

For this vocabulary extension, code switching to construct and transmit knowledge can be utilized to ensure the understanding of new vocabulary.

Code switching for a consistent flow of student responses is a good way to ensure whole class participation at a good pace. As well as code switching directions so that students know the expectations.

Use a Making Choices activity for follow-up. Directions: I am going to ask several questions in which you are asked to think about what you would do based on the factor mentioned. If the factor would make a difference in your choice, say, “That would be a factor for me.” If the factor would not make a difference in your choice, say, “That would not be a factor for me.” (Answers may vary.)

1. Would you choose to eat a food based on its color? (That would/would not be a factor for me.)
This part of the lesson transition to another activity the students will be doing. Again, code switching can be used to ensure the students know the expectations and can also be used to ensure a good flow between transitional periods.

2. Would you choose to play a game you really like based on whether you are friends with the other people who are playing? (That would/would not be a factor for me.)

3. Would you apologize to a friend or family member based on knowing you had hurt their feelings? (That would/would not be a factor for me.)

4. Would you volunteer to do a hard job based on knowing you would get a reward? (That would/would not be a factor for me.)

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**E Pluribus Unum Puzzle (Instructional Master 1B-1)**

Remind students that they just learned the Latin phrase *e pluribus unum*. Have students repeat the phrase after you, and ask them the meaning of the phrase. Ask students if they can think of anything that takes many parts to make one thing. Remind students that they learned that *e pluribus unum*, meaning “out of many, one,” is a good motto for the United States because many different immigrants have come to the United States and made America one great country. Tell students that immigrants in the history of the United States are like individual puzzle pieces that when put together, make up one image. Tell students that each immigrant brings something different to the United States, just like each puzzle piece added helps to complete the puzzle’s image.

Tell students that they are going to be making their own puzzles to help them remember some of the important things they learn about immigration to the United States. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What is an immigrant?
- What are some push and pull factors that bring immigrants to the United States?

Tell students that they will be designing one piece of the puzzle today using Instructional Master 1B-1. Have students draw a picture of something they learned from today’s read-aloud in the puzzle piece area. Then, they should write a word, phrase, or sentence along any one of the sides of the puzzle piece,
Lesson: Module 1, Unit 1, Lesson 1 Talking With My Peers: Carousel of Reading Superheroes around the World. The focus is on the opening.

Outline:

1. **Opening**
   - Unpacking the Learning Targets (5 minutes)
   - Practicing Observing Closely: I Notice/I Wonder (10 minutes)

2. **Work Time**
   - Carousel Protocol: Pictures from around the World (20 minutes)
   - Predicting the Text: Quotes Related to the Content of the Module (15 minutes)

3. **Closing and Assessment**
   - Debrief (5 minutes)
   - Exit Ticket (5 minutes)

4. **Homework**

Objectives:

- I can talk with my partner in order to record what I Notice and I Wonder about pictures.
- I can ask and answer questions about a text.
Opening:

B. Practicing Observing Closely: I Notice/I Wonder (10 minutes)
- Invite students to the reading area. Place them in pairs or ask them to identify a person near them with whom they can think and talk. Display for students a picture or illustration similar to the ones they will see during their work time today.
- Notice: When we look at a picture or a book, we notice details. Discuss the meaning of the word *details.* What details do you notice about this picture? For example, when I look at this picture, I notice ... [discuss a detail from picture] but it also makes me wonder ... [insert a question, for example the location of the photograph]. Emphasize the importance of referring directly to what you see in the picture (to help students begin to work with evidence).
- Use the simple Think-Pair-Share protocol. Give students about 30 seconds or so to think; students then share with a partner what they noticed. Invite a few volunteers to share with the class the ideas that their partner had. As students share, record their ideas on the “What I notice” side of the T-chart.
- Wonder: Invite students to share their understanding of a question: “What words do we use when asking questions?”
- Students think, then share with a partner, questions they had about the picture. Record the question words students generate below the “What I Wonder” column (for example: “What are they doing?”). Consider using this opportunity to reinforce how to format a question using ending punctuation.
- Repeat a few times so students grasp “noticing” and “wondering” before moving into the Carousel protocol.

Code Switching Description:

- Discuss the meaning of the word *details.*

This is a part of the lesson where the students are analyzing and answering questions. Code Switching can occur when describing the word details so that 1) the students understand how they are answering the question and 2) so a consistent flow of student responses can occur.

- For example, when I look at this picture, I notice ...

Giving an oral prompt is a good way to get students starting and thinking in what they would like to share. To accommodate ELLs, alternation can occur to make sure that they are practice and understanding English phrases.
• The first star in the 3rd bulleted paragraph in the opening of the lesson was to point out a benefit in having homogenous groups with English and Spanish native speakers to ensure that students not only have the support from their teacher but also from their peers.

• In the 4th bulleted paragraph, code switching again can be used as a confirmation check to make sure students are following along and understanding the information. When asking students confirmation/comprehension questions of a specific skill, code switching again can be used to ensure the understanding of all students.
Grade: Fourth

Lesson: Module 2A Researching to Build Knowledge and Teaching Others: Interdependent Roles in Colonial Times, Unit 1, Lesson 1-Inferring and Confirming Using Evidence. The focus is on the work time.

Outline:

<table>
<thead>
<tr>
<th>Agenda</th>
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<tbody>
<tr>
<td>1. Opening</td>
</tr>
<tr>
<td>A. Review Learning Targets with a Focus on Drawing Inferences (5 minutes)</td>
</tr>
<tr>
<td>2. Work Time</td>
</tr>
<tr>
<td>A. Drawing Inferences about Mystery Documents (25 minutes)</td>
</tr>
<tr>
<td>B. Building Background Knowledge on Colonial America (25 minutes)</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
</tr>
<tr>
<td>A. Sharing and Debrief (5 minutes)</td>
</tr>
<tr>
<td>4. Homework</td>
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</tbody>
</table>

Objective:

**Supporting Learning Targets**

- I can actively listen and share in discussions with my peers.
- I can make inferences based on information from pictures, charts, timelines, maps, and text.
- I can support my inferences with details and examples from the text.
Description of Code Switching:

1) At this part of the lesson, code switching can be used to describe the terms I notice/ I wondered graphic organizers for those who need it so that students understand the expectations when they go to groups.

2) While the teacher is circulating, he/her can assist the students who need more assistance. This can be done in either native language to ensure they understand the activity/concept.

3) When students are working on their writing, it might be good to consider making groups for students of the same ability with one group as a group who needs more guidance in their English writing.
Description of Code Switching-

4-5) For both 4 and 5, the teacher will be discussing the meaning of new words. Code switching can be used for constructing and transmitting new knowledge.

6) For this part of the lesson, the teacher will again give instructions and examples of what the students are to do next. When giving instructions, code switching can be used as a tool for classroom management and to ensure a smooth transitional period so that all students again, understand what is expected of them.
Outline:

Objectives:
Closing and Assessment:

### Description of Code Switching-

- At the end of every lesson from Grades 3-6, the lesson ends with the closing and an assessment. The assessment piece might come in the form of an exit ticket, a think, pair, share question, or going back to question that was asked earlier in the lesson.  
- For this lesson, the students are reflecting on the “W” column in their KWL charts. The teacher is to ask what they are most excited to learn about and why. Student response may vary depending on the likes and interests of the students. For this part of the lesson, allowing students to code switching and solidify their response leads to a good rapport with each student.
Lesson: Grade 6: Module 4: Unit 1: Lesson 1 Launching Frightful’s Mountain: Building Background Knowledge and Establishing Reading Routines. *The focus is on the opening of the lesson.*

Outline:

<table>
<thead>
<tr>
<th>Agenda</th>
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<tbody>
<tr>
<td>1. Opening</td>
</tr>
<tr>
<td>A. Opening Quote: Human Needs and the Natural World (5 minutes)</td>
</tr>
<tr>
<td>B. Unpacking Learning Targets (2 minutes)</td>
</tr>
<tr>
<td>2. Work Time</td>
</tr>
<tr>
<td>A. Launching the Novel: Read-aloud of Chapter 1 of <em>Frightful's Mountain</em> (20 minutes)</td>
</tr>
<tr>
<td>B. Notice and Wonders: “Frightful's Mountain by Jean Craighead George” Video (8 minutes)</td>
</tr>
<tr>
<td>C. Introducing Routines for Reading the Novel: Learning from Frightful's Perspective (5 minutes)</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
</tr>
<tr>
<td>A. Exit Ticket: (5 minutes)</td>
</tr>
<tr>
<td>4. Homework</td>
</tr>
<tr>
<td>A. Read Chapter 2, “Frightful Goes to Falcon School.” Complete the Learning from Frightful's Perspective Chapter 2.</td>
</tr>
</tbody>
</table>

Objectives:

- I can identify the relationships of the main character at the beginning of the novel *Frightful’s Mountain*.
- I can use context clues to determine the meaning of unfamiliar vocabulary in *Frightful’s Mountain*.
- I can use details from the text, *Frightful’s Mountain*, to answer text-dependent questions.
Description of Code Switching:

- For this quote, teachers can post it in both English and Spanish so that both language learners are able to participate in the activity.

- Star 1- When teachers read the quote, they can read it in both languages. When ELLs are paired with a partner to discuss the meaning of the quote, it is best to create mixed language groups with a native English speaker who is able to accommodate ELLs’ language abilities so that ELLs have practice with native English speakers, but can also have the opportunity to code switch if needed to express the meaning of the quote.
Description of Code Switching:

- **Star 2-** This lesson includes probe questions that sparks the start of the discussion. Code switching can occur to ensure a consistent flow of responses and classroom participation from both population of students.

- Code switching can occur to construct and transmit knowledge. At this point of the lesson, students are asked if they know the meaning of the word. To give all students an equal opportunity the code switching of the word gives ELLs a chance to see if they previously knew the word.

When guiding students to find words within the word interdependence, code switching can occur to construct and transmit the meaning of inter and depend.


