

Translanguaging Lesson Plan

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Grade: First	Subject/Content: LA/SS/Math	Length of Lesson: 2 Hours
Home Languages: Spanish & English	EL Levels: 8 Emerging, 3 Expanding, 1 Bridging	
Needs: IEP: 3 Speech		
Materials, including Technology <ul style="list-style-type: none">● Various art mediums<ul style="list-style-type: none">○ Oil pastels○ Cut out shapes○ Crayons○ Markers○ Construction paper○ Tissue Paper● Pencils● <i>The Day You Begin</i>- Jacqueline Woodson (Book)● Mirrors (if possible)● Smart Board or White Board or Chart Paper● Teacher Sample: Self Portrait		
Concepts <p>The process of creating self-portraits teaches students to think deeply about identities, values, interests and beliefs, all central to the goals of anti-bias education.</p> <p>For Emergent Bilingual Students: <i>Identity self-portraits provide students with a creative way to demonstrate understanding through a task that is not purely language-based. This task focuses on spatial/artistic and intrapersonal learning.</i></p>		
Alignment with Standards <u>Language Arts</u> RL.1.9 - Compare and contrast the adventures and experiences of characters in stories. SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>ELD</u> 1.A.1 - Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics. 1.B.6 - Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. <u>Social Studies</u>		

1.5.1 - Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

Social Justice

Identity 1 - Students will develop positive social identities based on their membership in multiple groups in society. (Grade Level Outcome: I know and like who I am and can talk about my family and myself and name some of my group identities.)

Identity 3 - Students will recognize that people's multiple identities interact and create unique and complex individuals. (Grade Level Outcome: I know that all my group identities are part of me—but that I am always ALL me.)

Math

CCSS.MATH.CONTENT.1.G.A.2 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Visual and Performing Arts

VPA.1.2.4 - Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.

Objectives

Content:

- Students will be able to compose a self portrait using their knowledge of two-dimensional shapes, line, shape/form, color, and texture.
- Students will be able to analyze a multitude of self-portraits in order to construct an understanding of identities, including how people, although different in ancestry or visual, are part of the same community and share similar experiences and feelings.

Language:

General Linguistic

- Using their entire linguistic repertoire, students will be able to discuss the book *The Day You Begin* in pairs and in teams, focusing specifically on the identities of the characters, as well as how people with different identities are connected.
- Using their entire linguistic repertoire, students will be able to discuss their self-portraits, as well as the self-portraits of their peers, in small groups, as well as at home with their families or other important people in their lives.

Language-Specific

- Students will be able to listen to a reading of *The Day You Begin* by Jacqueline Woodson, in both Spanish and English.
- Students will be able to discuss the self-portraits created by their classmates, verbally analyzing the importance of identity concepts and community relationships, as well as the inclusion of art and mathematics, through both a team discussion and a final whole-class discussion English.
- Students will be able to discuss their portraits at home with families or other important people in their lives, in either English or Spanish (according to their home language).

Translanguaging Objective/s

- Students will use oral Spanish and English in order to analyze and critique the concepts of identity and community, with both their teacher, peers, and families.
- Students will contribute to the development of multiple bilingual discussions, paying special attention to their linguistic choices.
- Students will be able to co-construct a written, bilingual classroom statement about the types of identities and community included in their specific classroom.

Bilingual Vocabulary/Biliteracy Skills

Bilingual Vocabulary:

- Identity/ *Identidad*
- Community/ *Comunidad*
- Portrait/ *Retrato*
- Shape/ *Figura*

Biliteracy Skills:

- Reading texts in Spanish and English.
- Writing a collaborative, classroom community statement.
- Discussing concepts of identity in multiple languages.
- Listening to a range of language from families, peers, and the teacher.

Assessment

- Students will be assessed based on the Identity Self-Portrait Rubric. Students will be told what the qualifications are for a complete, and high-level portrait. They will use these qualities (listed on a paper) in order to assess their own work.
- Students will take their portraits home and share with family members by having a discussion about how they designed their portrait. Families will be asked to complete a questionnaire regarding their student's understanding of their identity.
- Students will collaborate with peers to write a bilingual classroom statement about the identities that are represented in the classroom. Prior to this, in small groups, students will share their artwork. Peers will provide positive and constructive feedback orally, using a list of guiding sentence frames and comment ideas.

Culminating Project

Students will create identity self-portraits in the medium of their choice (collage, watercolor, colored pencil, etc.). Each portrait will include words or symbols in the language/background representing the student's identity, diversity, anti-bias, social justice, values or beliefs.

Texts

- *The Day You Begin* by Jacqueline Woodson (In English and Spanish)

Instructional Model

- Project-Based, Collaborative, Discussion-Oriented

Procedure

A. Focus/Motivation (Open) DAY ONE 40 Minutes

- a. Read the text *The Day You Begin* in both Spanish and English.
- b. Facilitate a discussion about the characters in the text and how their identities and actions represent social justice themes. As a class, brainstorm symbols and words that represent the identity and themes under discussion. Students will discuss with both a partner and the entire class, using their entire linguistic repertoire.
- c. Introduce some of the shapes and elements of art that students will be invited to use during the construction of their self-portrait.
- d. Introduce the vocabulary words, creating a bubble map on the board or chart paper showing the relationships between the words, which are listed in both Spanish and English.
- e. Introduce the concept of identity portraits. Model the part of the creation of an identity portrait for students and show the teacher created sample.

B. Development (Body) DAY TWO 50 Minutes

- a. Provide students with mirrors so that they can see themselves as they design their portraits, if they would like to use one. This is not a requirement as students will be encouraged to create a portrait that represents much more than their physical features.
- b. Refer to the rubric to define expectations and components of an identity self-portrait before students begin working, paying special attention to mathematical shapes, as well as the different elements of art. Discuss the importance of using these features in order to create a more complex and precise portrait.
- c. Allow students time to create their identity self-portraits in the medium of their choice (collage, watercolor, colored pencil, etc.). Each portrait should include symbols in the background and a minimum of four shapes.

C. Closure (Close) DAY TWO 30 Minutes

- a. Students will show their self-portraits in teams of 5 and discuss what they included in their portrait and how it showcases the features of their identity.
- b. Once each group has finished this portion of the activity, the class will come back together as a whole. The teacher will scaffold them in constructing an understanding of identities, including how people, although different in ancestry or visual, are part of the same community and share similar experiences and feelings. Students will be invited to utilize their entire linguistic repertoire. Multilingual students will assist monolingual teachers in translating or deconstructing phrases used in other languages. English speaking students will assist other students in ensuring that translations abide by English grammar patterns.
- c. Students will assist the teacher in writing a sentence that describes their class. Students will give suggestions of what to put in their sentence (ex. loving, caring, diverse, unique), but will be invited to collaborate on a truly meaningful and specific phrase using words from several students' reflecting their linguistic and life experiences. The teacher and students will analyze word choices and discuss the precise statement that they were able to create using their full, unhindered repertoires.