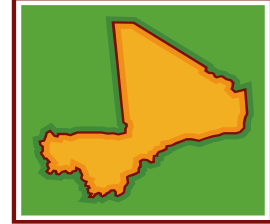




Linguistic Diversity within Spain & Mali



You and a partner have been asked to take on the task of being virtual sociolinguists! You will head to the virtual realms of either Mali or Spain in order to find out what you need to know about the language...

use the Internet and the text resources provided in order to find answers to the following questions about the language that you have selected...

You will creatively present this information to your classmates! You will be graded on :

- the completion of the task—
including all requested information
- organization
- creativity & visual aesthetics

- **What is the approximate population of people who speak the language?**
- **In what region of the country is it spoken?**
(be able to point out the region on a map)
- **Are there any alternate names for this language?**
(you may include 2-3 names)
- **Is this the language of instruction in schools?**
- **Are there any books in the language?**
(i.e. dictionary, Bible, etc.)
- **Is there any evidence of language “borrowing” occurring?**

DIRECTED TEACHING ACTIVITY PLANNER

Focusing Student Attention	<p>*Statement of Objective: What should students know and do as a result of the lesson?</p>
	<p>Students will explore the various languages of the countries of Spain and Mali in order to become virtual sociolinguists, compiling information on language and determining patterns in language development and usage.</p>
	<p>*Warm-Up: How will you engage students in learning? How will you connect the lesson to their prior knowledge?</p>
	<p>In groups of 3-4, students will react to the following: <i>What is language? Why do we use it? What languages are most familiar to you here in the United States? Take a “gumball guess” at how many languages are spoken in the United States.</i></p>
Introductory and/or Developmental Activities	<p>Teacher Directed Activities: How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?</p>
	<p>Teacher will guide students through an interactive PowerPoint presentation in which they will begin to explore language and specific vocabulary as they know it in the United States. Through discussion and inquiry, students will be led to understand that while English vocabulary preferences may differ across the country, that the most common language of the United States is English—which can be understood across the country. There are still, however, 322 languages spoken in the United States.</p>
Guided Practice	<p>Teacher-Monitored Activities: What will students do together to use new concepts or skills? How will you assist students in this process?</p>
	<p>Teacher will continue with the PowerPoint, re-introducing students to the country of Spain and introducing them to Mali. Through the presentation, teacher will highlight the large number of official languages of each country and will point out map visuals, demonstrating the linguistic divides, while reinforcing the use of cardinal direction in map reading.</p>
Independent Activities and/or Meaningful-Use Tasks	<p>Extension, Refinement, and Practice Activities: What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?</p>
	<p>In pairs, students are then charged with the task of becoming virtual sociolinguists. In pairs, students will select a paper strip, which will indicate the specific language in either Spain or Mali that they will research. (several languages may be left out) Congruent with the PowerPoint presentation, and with the instruction sheet that students will receive, students will use their favorite search engine to find out more about the specific language that they have been assigned.</p>
Assessment	<p>*Formative Assessment: How will you monitor student progress throughout the lesson?</p>
	<p>Teacher will engage students in interactive discussion during the PowerPoint presentation and will circulate the classroom to ensure students understand the virtual ethnography assignment and are on task.</p>
	<p>*Summative Assessment: How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning daily? How will you assess their learning at the end of a unit?</p>
	<p>Students will be assessed based on an oral presentation rubric. Each pair should respond to each of the questions, including any additional pertinent information that they encountered. Presentations should last not longer than 2 minutes, and students may use any props within the classroom or may create a poster for presentational purposes.</p>
	<p>*Closure Activities: How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?</p>
	<p>Pairs will share their virtual sociolinguistic finds for each language at the end of the class period. As the rest of the class is an audience for each presentation, they will use colored pencils to color code language regions on a blackline map of Spain and Mali for their reference.</p>

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Linguistic Diversity of Spain & Mali



DAILY RESOURCE PLANNER

Text Resources How will various forms of text (e.g., print, video, etc.) be used to help learners develop a deeper understanding of the key concepts and skills? What text resources can be utilized to assist learners in enhancing literary experiences?	Technology Resources How can the use of technology enhance the learning experience? What tools may be accessed to further develop students' skills in using technology as an integrated part of their learning? How can information literacy skills be integrated with instruction?	Cooperative Groupings What cooperative structures will facilitate learning? How will students be involved in group processing? How will students work with one another during the unit?	Content-based reading and Writing Opportunities How will reading strategies for the discipline be overtly taught and reinforced? How will students have the opportunity to extend their thinking through writing?
<p><i>Discovering French—Bleu</i></p> <ul style="list-style-type: none"> • Leçons 7 & 24 • Crazy family sentence worksheet 	<ul style="list-style-type: none"> • Overhead, visualizer, or Powerpoint for vocabulary presentation • Family trees created using powerpoint 	<ul style="list-style-type: none"> • Pair/Share for vocabulary sort 	<ul style="list-style-type: none"> • Readings in leçon 7 • Various readings from Scholastic magazine • Prediction of meanings of vocabulary words • Looking for cognates in flashcards and simple readings
Hands-On Experiences and/or Manipulative Usage What hands-on experiences and/or manipulatives will be used to help students develop an understanding of key skills and processes for investigation?	Individualized Instruction How will the lesson need to be adapted for students with special needs (i.e., special education, talented and gifted, ESOL/language minority)? In what ways will you vary the modalities of learning to ensure that ALL students have an opportunity to learn?	Material Resources What materials will need to be prepared before each lesson in order to ensure the unit goes smoothly? What library media resources are available to enhance your lessons?	Other Planning Considerations What else should be considered when planning and delivering this unit? What reminders should you record for yourself? What are the time constraints and considerations for this unit?
<ul style="list-style-type: none"> • Vocabulary flash card sheet • Scissors for enough students to share 	<ul style="list-style-type: none"> • Amount of vocabulary can be pared down. For example, take out in-law vocabulary. • Family tree project could be just labeling the family, not writing the sentences. 	<ul style="list-style-type: none"> • Flash card sheet • Gather scissors • Class set of crazy family sentences • Rubric for family tree project 	<ul style="list-style-type: none"> • Be sensitive to different styles of families; encourage students to create a celebrity/imaginary family.