

Week 2: Reinforcement of Dialect-Switching Concept

CCSS Standards:

CCSS.ELA-LITERACY.L.1.5.A

CCSS.ELA-LITERACY.L.2.3.A

CCSS.ELA-LITERACY.L.3.3

Lesson 1: (Reinforcement lesson)

Materials:

1. Formal/Informal definition and activity to project on smartboard
1. Notecards of various people that could warrant both formal and informal speech. (e.g.: formal= president, professor, teacher, first lady, a king or queen// informal= parent, a friend, Spiderman, Phineas and Ferb, minions)
2. Notecards of various locations: formal= ballroom, theater, white house, school// informal: beach, home, playhouse, playground *Notecards should be able to stick to board*
3. Drawn T-chart on the board, one side labeled formal the other informal.
4. Informal and Formal buddy

Objective: Students will continue to build on their knowledge of formal and informal by placing the photos of the people and places under the formal and informal categories.

1. Review definitions of formal and informal language: (project definition on board)
 - Formal speech: formal speech is how we talk at school, with new people, and can sound different than how we would talk every day. It can be used in school, work, meetings, or when addressing people/ interacting in settings you think are formal.
 - Informal speech: informal speech is our casual speech some may call it natural or relaxed speech. It can be used when talking to friends and family, at home or with people/settings that you feel relaxed in.
2. Ask the class to repeat definitions after you. Also call on various students and ask them if they can give you a definition of formal or informal speech or examples. Pull up informal/formal definition worksheet on smart board and have students complete the activity as a class.
3. Say: *In the previous week we have learned that depending on where we are, and who we are speaking to we may change our clothes, volume level, or our language. Today we are going to continue to learn what informal and formal language are, and where or who we might use it with.* Complete Formal/Informal activity.
4. Break students into groups and give each group notecards with formal and informal people and places. Explain that the group should decide who or where they would use formal/informal language. Allot 8-10 minutes.

5. Give the groups a chance to decide who or where they would speak with formal or informal. One at a time have a representative from the group place their photos under the formal or informal category. (place formal/informal buddy by their representative category)
6. Have another group member explain why they choose to put their notecards, under which category and to give an example how they would speak to the person or how they would speak based on the setting.
7. Teachers this is a great time to take notes and observe your students' definitions of formal and informal, what AAE or native dialect features they are using. Also feel free to give examples of how you would switch your language to provide clear examples.
 - Example: *In the white house I might use my inside voice and say, "this place is so beautiful"*
 - Example: *If I'm with my family at a cookout I may talk louder be less formal"*
8. Continue to provide clear examples as your students complete the activity. You will be scaffolding their examples of formal and informal people and locations with your examples.

Week 2: Reinforcement of Code Switching Concept

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CCSS.ELA-LITERACY.L.1.5.A

CCSS.ELA-LITERACY.L.2.3.A

CCSS.ELA-LITERACY.L.3.3

Lesson 2

Materials:

1. *Mirandy and Brother Wind* by Patricia C. McKissack
2. Previous week's formal/informal worksheet so students can use as a reference
3. Pull out sentences from the story (at least four all together)
4. Mini Informal/formal buddies

Objective: Students will build on understanding of formal and informal speech by beginning to identify and describe the differences between Mirandy, Ma Dear, and the narrator's speech.

1. Gather the class in a group setting and read them the story *Mirandy and Brother Wind*.
2. As you read help students identify the main characters and decide if they think the character is formal or informal.
 - Main characters: Brother Wind (Formal), Ma Dear (Informal), Mirandy (Informal), and the Narrator (Formal)
 - Help them understand that Brother Wind is formal because Mirandy doesn't know him, Ma Dear and Mirandy are informal because they are familiar with each other/they are family, and the Narrator is telling a story about people that he/she doesn't know
 - Identify a few key settings and see if students identify the settings as formal or informal.
 - Settings: The woods, the barn, the house, The Cakewalk or dance
3. Now pull out at least four sentences from the story. Use one sentence spoken by Ma Dear, one sentence spoken by Mirandy, and two spoken by the narrator. Now it is time to help you students label the English used by these characters as formal or informal.
 - Ask the students if they think the speech is informal or formal speech. If necessary provide the context that the sentence was used in (i.e., who and where the character was speaking) to help students decide if they think it is informal or formal English.
 - If students are struggling refer back to the definitions of formal and informal English.

4. Prompt them to think about what is it about these characters' speech that makes them define it as informal or formal. (Does one sentence sound more informal? Does one sound like more formal?)
5. See if they can start to see any qualities that stick out between the two different variations of speech.

Examples of sentences that can be used from the story:

Mirandy:

1. "This is my first cakewalk. And I'm gon' dance with the wind."
2. "What am I gon' do?"
3. "Did you ask Orlinda 'bout being your partner?"

Ma Dear

1. "Cant nobody put shackles on Brother Wind, chile."
2. "He be Special. "
3. "Them chullin' is dancing with the wind."

Narrator

1. "It was spring, and Brother Wind was back."
2. "Mirandy rushed home and got the black pepper mill and one of Ma Dear's quilts"
3. "She didn't even have to look around to know it was that clumsy boy Ezel"

Minute lesson options for Week 2 (provided on a keyring for the teacher):

1. Warm ups/ticket out or in the door:
 - Ask students state the definition of formal/informal speech
 - Hand students a picture of a location or person, as you walk around to collect the cards/students walk out of the room ask them state if they think the person or place is formal or informal
 - Ask students what they think the differences are between formal and informal speech
2. Active in-class shifting:
 - Ask students how they would introduce themselves to the various characters based on if they feel they are informal or not, and what kind of clothing or volume level would they use based on their response
 - Based on the setting of the story, have students decide if they would use formal/informal language
 - Have students decide what kind of speech they would use to speak to a character the class is reading