

Subject Area: ELA Code-Switching (AAVE to SAE)

Title of the Lesson: Showing Possession

Grade Level: 1st

Duration: 1 hour

Content Area:

Reading and writing are the main content areas that will be addressed in this lesson. Social Studies can be connected by showcasing similarities, differences, and possessions of students and their lifestyle as described in their sentences. This helps students to recognize that they are all different people in one classroom community.

Purposes/Goals:

The purpose of this lesson is for students to understand how to show possession in their speech when talking about themselves or other people and the belongings that they have. This is important because it will help students be able to communicate with one another as the school year continues. Learning the difference between formal and informal possessive patterns will also help them well into the future as they finish school and apply for professional careers. This is part of the big idea of this lesson. Students will be able to use formal English in their speaking and writing which will be beneficial to them in the future.

Objectives:

- Students will be able to identify and write informal English possessive sentences.
- Students will be able to identify and write formal English possessive sentences.

State and National Standards:

This lesson applies to many State Standards, but the one that is most prevalent is **S.CN.03-05.02**: adjust their use of language to communicate effectively with a variety of audiences and for different purposes. This standard applies directly to the lesson because students are asked to adjust how they speak and write from informal English possessive sentences to formal English possessive sentences.

There are many National Standards that this lesson can apply to (4, 5, 6, 9). The National Standard that this lesson most adheres to is standard 10 which reads, "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" I think this standard is most relevant because the activity is used for the purpose of adjusting the spoken, written, and visual language between informal and formal English.

Community Knowledge:

This lesson is a great way to encourage formal speech and writing that they can take with them in the future. This will help them to better understand those who may use formal or informal English in their class, at home, or in their community. By gaining knowledge through

reading and hearing examples of both types of sentences, they will have a greater understanding of ways to engage that sentence structure in the future.

Procedure:

This lesson will begin with the teacher compiling a set of sentences in informal English that all have the same possessive grammar pattern. These 5-7 example sentences will be written in a code-switching chart. This chart will be the main organizer for the lesson.

The teacher will first read the informal sentences out loud for her students to listen to and follow along. As an example for this lesson plan, we will use the sentence, “*Dawn dog is white.*” After reading this sentence out loud, the teacher will ask the students “Does this sentence show ownership? Does something in the sentence belong to someone else in the sentence? Who does the dog belong to?” Once students acknowledge that the *dog* belongs to *Dawn*, the teacher might then ask “How do you know?” This will most likely prompt them to answer that the two words *Dawn* and *dog* are right next to each other in the sentence. They might even offer that the sentence clearly says “*Dawn dog.*”

Once this pattern has been recognized, state it explicitly for students. We see in the sentence that because *Dawn* is next to *dog*, it must mean that the owner in the sentence is the word that comes right before what is owned. In this example, *Dawn* is the owner of the *dog*. Let the students know that this is a pattern that will be used in this lesson. Informal possessives include the [owner + what is owned]. Following the explanation of the pattern, read the remaining example sentences asking the same questions. “Who is the owner? What does he own?” Be sure to summarize the answers the students respond with so that the examples clearly follow the pattern of [owner + what is owned]. “*Oh, so Andy is the owner of the jeep? Does that follow our [owner + what is owned] pattern?*” Once all example sentences have been read, write the pattern [owner + what is owned] at the bottom of the list of informal sentences.

The following step takes us back to our first informal sentence. This time, write the same sentence using formal English next to the informal sentence. This sentence would read “*Dawn’s dog is white.*” After writing the formal English sentence, ask the students what is different about the second sentence compared to the first. Students should be able to acknowledge that an apostrophe -s has been added to *Dawn*. Then remind students that *Dawn* is the owner in this sentence and reinforce that an apostrophe -s has been added to the owner in the sentence. From here you can write the pattern for formal English possessive sentences. [owner + ‘s + what is owned].

Have the students work to apply this pattern to the remaining 5-6 example sentences. This should take them no longer than 10-15 minutes. During this time, move throughout the classroom and informally assess whether or not they have grasped the new pattern. Assist students that may be struggling. Once the time has passed and most students have written the formal English possessive sentences, go through the examples as a class. Encourage them to read their sentences out loud as a class so that you can write them on the organizing chart. Be sure to point out the formal English possessive pattern with each sentence.

A worksheet with additional examples can be given to students to work on in pairs or small groups. This is optional depending on whether or not the teacher thinks the students need additional work changing informal sentences to formal sentences.

Resources:

- Large piece of paper or whiteboard to create organizational T-chart

- Marker for organizational T-chart.
- Looseleaf paper for students to write formal sentences.
- A writing utensil for students to write formal sentences.
- Optional worksheet with additional examples.

Assessment:

Throughout the lesson, I will assess the students formatively based on the discussions we have when discussing the different patterns. This assessment will not be graded, but will instead help me to determine each student's strengths and weaknesses regarding the material. Whether or not they are confident in answering my questions will be a helpful indicator for me to be able to determine and see their abilities.

I will also assess students on their ability to change the informal English sentence examples to formal English sentence examples. This assessment will also not result in any form of a grade. I will pay attention to which students are successful and which struggle, aiding those that need assistance during the time they spend on rewriting the sentences. I will use this information to help in my teaching by giving further examples or explanations on concepts in the lesson that students are having a hard time grasping them. I can also give additional support to those students by working one-on-one with them or pairing them with a student who understands the lesson and can help them to succeed.

As a summative assessment, I will give students a worksheet with additional examples to work on. I will also take note of whether or not they change their speaking or writing in the future from informal English possessive sentences to formal English possessive sentences.

Applications/Connections/Extensions:

Students will be able to apply their knowledge in the classroom through future interactions with their classmates, home life, and in their community. Using and understanding the differences between formal and informal English sentences may impact the way they write and speak in the future. This is a lesson that will tie into their writing and speaking in future classes, multiple areas of curriculum, and throughout the rest of their lives. This will be a prevalent connection outside the classroom when students are needing to write papers for college entrance essays or when applying for a job. If they were to use informal English in their writing or speaking during these important times, they will not get as far as they could if they wrote and spoke in formal English.

Inclusive Instruction:

Students of all strengths and abilities will be able to participate in this activity as the teacher is leading a majority of the lesson through general class discussion. Accommodations can be made for students who may not work at the same level and pace as others. If needed, the teacher can instruct ELL students or students who are having a difficult time grasping the subject through one-on-one time. A teacher's aide could also be utilized to assist those students. I think that by leaving the organizational T-Chart up for students to refer to will be a big help throughout the rest of the semester. It is a good reference tool for all students to look back to as they need throughout the rest of the year.

Name: _____ Date: _____

Informal/Formal Possessive Sentences

Below are sentences written in Informal English. Rewrite each sentence using the Formal English pattern, [owner + 's + what is owned].

Informal Sentence	Formal Sentence
Katie purse is there.	
Bryan lunch is packed.	
Kelsey laptop is broken.	
Josh music is loud.	
Jacqui shoe is missing.	
Alex cat is mean.	
Victoria bike is pink.	
Theresa blanket is soft.	
Mike car is black.	
Lizzie baby is cute.	
Chase movie is good.	