CLAVES Program Introduction
Lesson 1

Program Introduction Questions	How does thinking about language help with reading and writing?	
DR Question	Should emojis be considered a language? Should they be taught in school?	
Language Targets	**Vocabulary:** language, vocabulary, morphology, syntax	**Morphology:** morph-, -ology
		Syntax: parts of speech
Lesson Objective	Students will read a Newsela article on emojis and discuss whether emojis should be considered a language. Students will be introduced to the main linguistic constructs necessary for participating in CLAVES (language, vocabulary)	
Materials	**Teacher**	**Students**
	❏ Chart paper ❏ CLAVES introductory powerpoint	❏ Student workbook

Introduce Cycle and Lesson (5 min)	**Introduce cycle** Open CLAVES Intro powerpoint *SAY:* *SLIDE 1: Today we're starting a new program together.* *SLIDE 2: It is called CLAVES, which stands for Cultivating Linguistic Awareness for Voice and Equity in Schools.* *SLIDE 3: "Claves" also means keys in Spanish and Latin, and in the program you will learn that understanding language is a key to unlocking reading and writing.* *For our first three meetings, we are going to do some introductory work so you can learn more about CLAVES and how it works.* **Introduce lesson** *SAY:* *Today we will read an article that will help us think about language and we will begin to learn some words that are going to be used throughout CLAVES.*

Reading & Embedded Language (15 min)	**Activate and build background knowledge** Move to SLIDE 4 in powerpoint *SAY:* *What is language? What do you know about language?* (Write what students say on chart paper for reference later.) *How do you communicate? (to your friends, family, etc)* *We are going to read an article about emojis. It introduces some of the pros and cons of using emojis to communicate and over the next couple of times we meet we will think about whether emojis are a kind of language.* (Article found in the workbook on pg.2)

Guide reading or watching and notice language

Have students silently read the Newsela article on emojis (pp. 2 - 4 in Workbook) then ask the following.

- *The article says "there's a lot of prejudice against emojis." What does that mean? Why do you think there would be prejudice against emojis?*
- *What does the article say about emojis greatest strengths?*
- *What does the article say about its weaknesses?*

Writing in Student Workbook

- Have students take some initial notes in the Student Workbook (p. 5) on the perspectives on emojis as language reflected in the text.

Discuss and/or write after reading

Potential discussion questions

- Think-Pair-Share: How do you think emojis are like a language?
- Think-Pair-Share:How do you think they are not like a language?

Extended Language Work (15 min)	**Introduce Language Targets**
	Open CLAVES Introduction powerpoint to Slide 5:
	
	● When we read and talk about texts in CLAVES, we are going to talk about what words mean.
	● We are also going to talk about **language**, which are words used to communicate to others. Various languages include: Spanish, Japanese, Vietnamese, and many more.
	● **Vocabulary** is the set of words used in a particular language, and understanding vocabulary is a critical part of learning a language.
	
	Guide Extended Language Work
	SAY:
	● *SLIDE 5: We will be working with four words as we read this text together:* **language, vocabulary, morphology** *and* **syntax.**
	● *SLIDE 6:* Today, the two words we will talk about in this text are **language** and **vocabulary**
	● *SLIDES 7 - 12:* **Language**
	    ○ Work through slides using the language in the powerpoint as a guide
	    ○ If students feel comfortable, encourage them to say Spanish or Chinese words.
	● *SLIDES 13 - 18:* **Vocabulary**
	    ○ Work through slides using the language in the powerpoint as a guide
	    ○ If students feel comfortable, encourage them to say Spanish or Chinese words.

Wrap Up	**Close lesson** *SAY:* *Today we learned a little about CLAVES, read about emojis, and began to talk about whether emojis are a language. We also went over some of the words that are important for CLAVES.* **Preview next lesson** *SAY:* *Next time we will read more about emojis and talk about the two other words (Morphology and Syntax) that are important for CLAVES.*

For teacher reference:

Target Word	Word Parts	Definition	Spanish/Mandrin /Cantonese Translations	Context
language (noun, verb)	n/a	How humans communicate their thoughts and ideas using words that we put together	*lenguaje/idioma* 语 言 yǔ yán 語　言 jyu5 jin4	We use language to communicate with one another, and to understand each other better
vocabulary (noun)	n/a	Words that have meaning that we know or can learn about	*vocabulario* 词 汇 cí huì 詞 彙 ci4 wui6	In CLAVES, we study the vocabulary that shows up in the different texts we will be reading
morphology (noun)	morph- -ology	The study of the way the shape of words can change when we add different word parts	*morfología* 形 态 学 xíng tài xué 形　態　學 jing4 taai3 hok6	In CLAVES, we study morphology by playing with different word parts to make changes in word meanings
syntax (noun)	n/a	The way that sentences are formed in reading and writing	*sintáxis* 句 法 jù fǎ 句　法 geoi3 faat3	In CLAVES, we study syntax by studying nouns, verbs, and adjectives, and we think about how to understand and connect them in our reading and writing

CLAVES Program Introduction
Lesson 2

Program Introduction Questions	How does thinking about language help with reading comprehension and writing proficiency?
DR Question	Should emojis be considered a language? If so, should they be taught in school?

Language Targets	**Vocabulary:** language, vocabulary, morphology, syntax	**Morphology:** morph-, -ology
		Syntax: parts of speech

Lesson Objective	Students will watch a video on how emojis can be considered a language. Students will be introduced to the main linguistic constructs necessary for participating in CLAVES (morphology, syntax)

Materials	**Teacher**	**Students**
	❏ CLAVES introductory powerpoint	❏ Student workbook

Introduce Lesson (1 min)	**Introduce lesson:** *SAY:* *Today we are going to return to watch a video about emoji language and also keep talking about words that are important for CLAVES.*

Block #1 **Reading & Embedded Language (18 min)**	**Activate and build background knowledge** *SAY:* ● *Yesterday, we read about emojis and we started talking about whether emojis are a language.* ● *Do you speak differently with family, friends, teachers, or the principal? If yes, how and why might you talk differently with these different people? Think about the languages you speak, and who you speak those languages with. Should emojis be considered one of those languages?* *NOTE:* The point of these questions is to get students thinking about the different languages they speak and the contexts in which they are more and less likely to use them. **Guide reading or watching and notice language** *SAY:* *Today we are going to watch a video about whether emojis should be considered their own language.* Show "Emoji is the World's Newest Language" video - please turn on captions for students ▶ Emoji is the World's Newest Language | MediaLab Or copy link into your browser: https://www.youtube.com/watch?v=Bd3ON8nq4v0 Have students read text then ask questions (or choose your own)*.* ○ *What are some of the arguments made in the video for why emojis should be*

considered a language?
- ○ *What do emojis add to written language?*
- ○ *Why does the man in the video say emojis are like maps?*

Discuss and/or write after reading
Discussion questions to consider (or choose your own):
- ● How do emojis let you express who you are? Do the other languages you speak let you express who you are in different ways?
- ● Do you think you could write a whole essay just in emoji?
- ● How would emojis be taught if they were a language taught in school? Would kids have to just use emojis all day or could they go back and forth between emojis and regular speech or text?

Writing in Student Workbook
- ● Have students take some initial notes in the Student Workbook (p. 5) on the perspectives on emojis as language reflected in the video.

Block #2
 	
Extended Language Work
(10 min)
	Introduce Language Targets:
	Open CLAVES Introduction powerpoint to Slide 19
	● *SLIDE 19: Last time we talked about what you know about the words language and vocabulary. Today we are going to talk about two other words, morphology and syntax.*
	
	Guide Extended Language Work:
	From CLAVES Introduction powerpoint
	● *SLIDES 20 - 27: Morphology*
	   ○ **Morphology**, which is how words are formed from smaller parts like prefixes and suffixes that can be attached to root words or base words.
	   ○ Work through slides using the language in the powerpoint as a guide.
	   ○ SLIDE 27:
	   ○ Think-Pair-Share:*Do you know how to say this word in another language? Do you know any synonyms for this word?*
	● SLIDES 28 - 37: *Syntax*
	   ○ **Syntax,** *which is how sentences are put together with different parts of speech (like nouns, verbs, and adjectives)*
	   ○ Work through slides using the language in the powerpoint as a guide.
	   ○ SLIDE 37:
	   ○ Think-Pair-Share: *Do you know how to say this word in another language? Do you know any synonyms for this word?*

Wrap Up **(1 min)**	**Close lesson** *SAY:* *Today we watched a video about whether emojis should be a language and thought more about your opinions on that topic. We also learned more about morphology and syntax, and different parts of speech.* **Preview next lesson** *SAY:* *Next time we will have a discussion where we will answer the question: Should emojis be considered a language? If so, should they be taught in school?*

For teacher reference:

Part of Speech	Definition	Context
Noun	A noun is a person, place, thing, or idea	Emojis are things, so an emoji is a noun.
Verbs	A verb describes an action	In the sentence, *We can write with emojis*, the action word, or the verb, is *write*, because that is something you are doing.
Adjective	An adjective is a word that describes an animal, person, thing, or thought.	In the sentence, *We can write with funny emojis*, the word *funny* is an adjective, because it describes the noun (emojis are funny).
Adverb	An adverb is a word used to tell more about a verb, and it almost always answers the questions *how?*, *when?*, *where?*, *how often?*, and *in what way?*. Words like *slowly*, *loudly*, *carefully*, *quickly*, *quietly* or *sadly* are all adverbs. Adverbs usually, but not always, end in *-ly*.	In the sentence, *We can happily write with emojis*, the word *happily* is an adverb because it tells us more about HOW we are writing (happily).

CLAVES Program Introduction
Lesson 3

Program Introduction Questions	How does thinking about language help with reading comprehension and writing proficiency?	
DR Question	Should emojis be considered a language? If so, should they be taught in school?	
Language Targets	**Vocabulary:** language, vocabulary, morphology, syntax	**Morphology:** com-
		Syntax: parts of speech
Lesson Objective	Students will engage in collaborative discussion on their opinion of whether emojis should be a language and whether it should be taught in school.	
Materials	**Teacher**	**Students**
	❏ CLAVES introductory powerpoint ❏ Facilitate discussion	❏ Student workbook with notes from the cycle

Introduce Lesson (1 min)	Open CLAVES introductory powerpoint to Slide 38 *SAY:* *Today we will have a discussion among ourselves. What do you think? Should emojis be considered a language? If so, should they be taught in school? Before we engage in our discussion I am going to give you time to prepare for the discussion. Look over the notes you took and think back to the video we watched.* *NOTE:* Give students an opportunity to prepare for the discussion independently by looking at their materials they prepared.

Dialogic Reasoning (25 min)	**Review norms:**
	● SLIDE 39:
	    1. I am respectful of my classmates.
	    2. I listen carefully to the ideas my classmates are presenting.
	    3. I stick to the topic.
	    4. I can talk without raising my hand.
	
	Initiate and facilitate discussion:
	● Allow students to begin discussing, taking opportunities when needed to model, prompt, clarify, summarize, encourage, repeat central question/present follow-up questions, intervene if discussion goes astray, model metacognition to stimulate/guide the discussion, if needed.
	● See facilitation guide table below for ideas on how to extend the conversation.
	● Close discussion by taking a poll on what students believe now that they have discussed the question together.

Wrap Up of Cycle (4 min)	SAY: Nice job everyone! We had a great discussion about the different perspectives about emojis and language. Also, in this cycle, you learned about what CLAVES is and practiced some of the kinds of things we will do together during CLAVES. Next time we will begin a new unit on humans and nature.

For teacher reference: Dialogic Reasoning facilitation moves

Move	Description	Example
Prompt	Ask students to be more explicit in their argumentation by asking them to state their position or reason, provide evidence or respond to a challenge.	Is there evidence in the story that supports what you are saying? Can anyone think of another reason or example?
Ask for clarification	Ask students to clarify what they mean, particularly when they use vague or imprecise language.	Do you mean [X] or [Y]? Do you mean to say [paraphrase]…?
Challenge	Present countering ideas or ideas that students haven't thought about yet.	Some people might say [give a reason from the opposing view point]. If you were [CHARACTER] would you…
Encourage to participate	Ask more quiet students to contribute to the discussion.	Carlos, anything that you'd like to add here?
Summarize	Sum up positions presented by students, or describe the discussion process.	You seem to be pretty much split on whether it was bad luck or a bad case of nerves. Some of you believe it was bad luck, cause sometimes things just happen, and some of you thought it was nerves.
Foster independence	Encourage students to talk to each other, rather than to and through the teacher.	Hands are down. Let's talk to each other.
Redirect	Ask students to consider discussion question or present a follow up question.	So if we take what you're saying, and bring it back to the question at hand should she speak up to the teacher or should she let it ride?