



CLAVES Program Introduction

Unit 0

Lesson 1

Program Introduction Questions	How does thinking about language help with reading and writing?	
Discussion 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 1 Objectives	<ul style="list-style-type: none"> • Read a Newsela article about emojis and discuss whether emojis should be considered a language. • Be introduced to the main linguistic constructs necessary for participating in CLAVES (language, vocabulary). 	
Materials	Teacher	Students
	<input type="checkbox"/> Chart paper <input type="checkbox"/> CLAVES introductory Powerpoint	<input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Cycle and Lesson (5 min)	<p><u>Introduce Cycle</u> Open CLAVES Intro Powerpoint.</p> <ul style="list-style-type: none"> • SLIDE 1: <i>Today we're starting a new program together.</i> • SLIDE 2: <i>It is called CLAVES, which stands for Cultivating Linguistic Awareness for Voice and Equity in Schools.</i> • SLIDE 3: <i>"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.</i> <p><u>Introduce Lesson</u> <i>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.</i></p>
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Reading & Embedded Language (15 min)	<p><u>Activate and Build Background Knowledge</u> Open SLIDE 4 of the Powerpoint.</p> <ul style="list-style-type: none"> • <i>What is language? What do you know about language?</i> <ul style="list-style-type: none"> ◦ Jot down students' responses on chart paper to reference later. • <i>How do you communicate (to your friends, family, etc)?</i>
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The CLAVES Curriculum

	<p><u>Guided Reading</u> <i>We are going to read an article about emojis. It introduces some of the pros and cons of using emojis to communicate. Over the next couple of lessons, we will think about whether emojis are a type of language.</i></p> <p>Have students silently read the Newsela article on emojis (p. 2-3 of Student Workbooks). Then, return to ask the following questions:</p> <ul style="list-style-type: none">• <i>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?</i>• <i>What does the article say about emoji's greatest strengths?</i>• <i>What does the article say about its weaknesses?</i> <p><u>Post-Reading Discussion/Writing</u></p> <ul style="list-style-type: none">• On p. 4 of the Student Workbooks, have students take initial notes on their perspectives of whether emojis can be considered a language. <p>After, facilitate a discussion about the following questions:</p> <ul style="list-style-type: none">• Think-Pair-Share: How do you think emojis are like a language? How do you think they are NOT like a language?
<p>Extended Language Work (15 min)</p>	<p><u>Introduce Language Targets</u> Open SLIDE 5 of CLAVES Introduction Powerpoint.</p> <ul style="list-style-type: none">• <i>When we read and talk about texts in CLAVES, will have many conversations about what words mean.</i>• <i>We are also going to talk about language, which are words that we use to communicate with others. Some examples of different languages include Spanish, Japanese, Vietnamese, and many more.</i>• Vocabulary is a set of words used in a particular language. Understanding vocabulary is a critical part of learning a language. <p><u>Guide Extended Language Work</u></p> <ul style="list-style-type: none">• SLIDE 5: <i>We will be working with four words as we read this text together. The words are: language, vocabulary, morphology and syntax.</i>• SLIDE 6: <i>Today, the two words we will talk about from this text are language and vocabulary.</i>• SLIDES 7 - 14: <u>Language</u><ul style="list-style-type: none">○ Work through slides using the language in the Powerpoint as a guide.○ If students feel comfortable, encourage them to say the Spanish or Chinese words.• SLIDES 15 - 21: <u>Vocabulary</u><ul style="list-style-type: none">○ Work through slides using the language in the Powerpoint as a guide.○ If students feel comfortable, encourage them to say the Spanish or Chinese words.
<p>Wrap Up (1 min)</p>	<p><u>Close Lesson</u> <i>Today, we learned 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.</i></p> <p><i>Next time, we will read more about emojis and talk about the two other words (Morphology and Syntax) that are important for CLAVES.</i></p>

For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
Language (noun)	How humans communicate their thoughts and ideas using words that we put together.	<i>lenguaje/idioma</i>	语言 yǔ yán 語 言 jyu5 jin4	We use language to communicate with one another, and to understand each other better.
Vocabulary (noun)	Words that have meaning that we know or can learn about.	<i>vocabulario</i>	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)	The study of the way the shape of words can change when we add different word parts.	<i>morfología</i>	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)	The way that sentences are formed in reading and writing.	<i>sintáxis</i>	句法 jù fǎ 句 法 geoi3 faat3	In CLAVES, we study syntax by studying nouns, verbs, and adjectives. We think about how to understand and connect them in our reading and writing.



CLAVES Program Introduction

Unit 0

Lesson 2

Program Introduction Questions	How does thinking about language help with reading comprehension and writing proficiency?	
Discussion 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 2 Objectives	<ul style="list-style-type: none"> • Watch a video about how emojis can be considered a language. • Be introduced to the main linguistic constructs necessary for participating in CLAVES (morphology, syntax). 	
Materials	Teacher	Students
	<input type="checkbox"/> CLAVES introductory Powerpoint <input type="checkbox"/> “Emoji is the World’s Newest Language” video	<input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p><u>Introduce Lesson</u> <i>Today, we are going to watch a video that talks about emoji as a language. We’ll also keep talking about words that are important for CLAVES.</i></p>
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Reading & Embedded Language (18 min)	<p><u>Activate and Build Background Knowledge</u></p> <ul style="list-style-type: none"> • <i>Yesterday, we read about emojis and started talking about whether emojis are a language.</i> • <i>Think about the languages you speak and who you speak those languages with. Do you speak differently with family, friends, teachers, or the principal? If yes, how do you speak differently to each person? And why might you speak differently depending on who you are talking to? Should emojis be considered one of those languages?</i> <p>NOTE: These questions are designed to prompt students to start thinking about the different languages they speak and the contexts in which they are more/less likely to use each language.</p> <p><u>Guided Watching</u> <i>Today, we are going to watch a video about whether emojis should be considered their own language.</i></p> <p>Watch “Emoji is the World’s Newest Language MediaLab” video (Available on SLIDE 46 and SLIDE 47 of Powerpoint; https://www.youtube.com/watch?v=Bd3ON8nq4v0&ab_channel=MediaLab, 4:42 minutes)</p>
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	<p>After watching the video, guide a discussion based on the questions below. You may also include some of your own questions.</p> <ul style="list-style-type: none">• <i>What are some of the arguments made in the video that supports the view that emojis should be considered a language?</i>• <i>What do emojis add to written language?</i>• <i>Why does the man in the video say that emojis are like maps?</i> <p>Post-Video Discussion/Writing</p> <p>Facilitate a discussion based on the questions below, or include some of your own questions.</p> <ul style="list-style-type: none">• <i>How do emojis let you express who you are? Do the other languages you speak let you express who you are in different ways?</i>• <i>Do you think you could write a whole essay with just emojis?</i>• <i>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?</i> <p>After the discussion, have students turn to p. 4 of their Student Workbooks to write initial notes about their perspectives on emojis as language.</p>
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<p>Extended Language Work (10 min)</p>	<p>Introduce Language Targets</p> <p>Open SLIDE 22 of CLAVES Introduction Powerpoint.</p> <ul style="list-style-type: none">• SLIDE 22: <i>Last time we talked about the words <u>language</u> and <u>vocabulary</u>. Today, we are going to talk about two other words, <u>morphology</u> and <u>syntax</u>.</i> <p>Guide Extended Language Work</p> <p>Resume CLAVES Introduction Powerpoint.</p> <ul style="list-style-type: none">• SLIDES 23 - 30: <u>Morphology</u><ul style="list-style-type: none">○ <u>Morphology</u> is the study of how words are formed together from smaller parts (i.e. prefixes and suffixes) that can be attached to root words or base words. Depending on the combinations of how words are put together, the meaning of words can change.○ Work through slides using the language in the Powerpoint as a guide.○ SLIDE 31:<ul style="list-style-type: none">■ Think-Pair-Share: <i>Do you know how to say this word in another language? Do you know any synonyms for this word?</i>• SLIDES 32 - 42: <u>Syntax</u><ul style="list-style-type: none">○ <u>Syntax</u> is the study of how sentences are put together with different parts of speech (i.e. nouns, verbs, and adjectives).○ Work through slides using the language in the Powerpoint as a guide.○ SLIDE 43:<ul style="list-style-type: none">■ Think-Pair-Share: <i>Do you know how to say this word in another language? Do you know any synonyms for this word?</i>
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<p>Wrap Up (1 min)</p>	<p>Close Lesson</p> <p><i>Today, we watched a video about whether emojis should be a language and thought more about our opinions on that topic. We also learned more about morphology and syntax, and different parts of speech. Next time, we will have a discussion about the question: Should emojis be considered a language? If so, should they be taught in school?</i></p>
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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, " <i>We can write with emojis</i> ", the action word, or the verb , is " <i>write</i> ", because that is something you are doing.
Adjective	An adjective is a word that describes an animal, person, thing, or thought.	In the sentence, " <i>We can write with funny emojis</i> ", the word " <i>funny</i> " is an adjective , because it describes the noun (emojis are funny).
Adverb	An adverb is a word used to tell us more about a verb. It almost always answers the questions <i>how?</i> , <i>when?</i> , <i>where?</i> , <i>how often?</i> , and <i>in what way?</i> . Words like <i>slowly</i> , <i>loudly</i> , <i>carefully</i> , <i>quickly</i> , <i>quietly</i> or <i>sadly</i> are all examples of adverbs. Adverbs usually, but not always, end in <i>-ly</i> .	In the sentence, " <i>We can happily write with emojis</i> ", the word " <i>happily</i> " is an adverb because it tells us more about HOW we are writing (happily).



CLAVES Program Introduction

Unit 0

Lesson 3

Program Introduction Questions	How does thinking about language help with reading comprehension and writing proficiency?	
Discussion 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 3 Objective	<ul style="list-style-type: none"> Engage in collaborative discussions about opinions on whether emojis should be a language, and whether it should be taught in schools. 	
Materials	Teacher	Students
	<input type="checkbox"/> CLAVES introductory Powerpoint	<input type="checkbox"/> Student Workbook with notes from the cycle

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p><u>Introduce Lesson</u> Open SLIDE 44 of CLAVES introductory Powerpoint.</p> <ul style="list-style-type: none"> <i>Today, we will have a discussion about our big questions: Should emojis be considered a language? If so, should they be taught in school? What do you think?</i> <i>Before we engage in our discussion, I am going to give you time to prepare for the discussion. Look over the notes you took during the previous lessons, and think back to the text and video that we read and watched.</i> <p>NOTE: Give students an opportunity to look at their materials and independently prepare for the discussion.</p>
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Dialogic Reasoning (25 min)	<p><u>Review norms:</u> Open SLIDE 45 of CLAVES introductory Powerpoint.</p> <ol style="list-style-type: none"> I am respectful of my classmates. I listen carefully to the ideas my classmates are presenting. I stick to the topic. I can talk without raising my hand. <p><u>Initiate and Facilitate Discussion</u></p> <ul style="list-style-type: none"> Allow students to begin discussing, taking opportunities when needed to model, prompt, clarify, summarize, encourage, repeat central question/present follow-up questions, intervene if the discussion goes astray, and model metacognition to stimulate/guide the discussion, if needed. See the facilitation guide table below for ideas on how to extend the conversation.
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- Close discussion by taking a poll on students' current beliefs on the topic after discussing the question together.

**Wrap Up
(4 min)**

Close Lesson

Nice job everyone! We had a great discussion about the different perspectives on emojis and language. In this cycle, you also 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.



The CLAVES Curriculum

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?
