

24.S95 Linguistics in K–12 Education

Session 5: Reflecting on Spring Spark | Sharing Lesson Proposals
| Making Expressions & Expression Building Accessible to
Primary School Students

Plan for today:

- Reflecting on Spring Spark
- Sharing Lesson Proposals/UbD Templates
- Making Expressions and Expression Building Accessible to Primary School Students
- Making Linguistic Inquiry Accessible through Problem Sets

Reflecting on Spring Spark

- The experience of designing the Spring Spark class
- The teaching experience
- Did the Spring Spark class meet our goals?
- Did you meet your personal goals?
- How could the Spring Spark experience be improved or developed?

Sharing Lesson Proposals

- Remind us about your partner teacher's class (subject area, students).
- What do you plan to do with the class?
 - Desired results
 - Evidence of understanding
 - Learning plan
- Some things to think about as you plan your lesson:
 - What do students need to know for your lesson to be accessible?
 - What might the teacher and the students do after your lesson to apply or extend the teaching and learning experience?

Linguistics in Primary Education

- What goals did Fabb 1985, Denham 2010, and Oppenheimer et al. 2022 have in their work?
- What did they do to make exploring language accessible to primary school students?
- How did they explore expressions and expression building (morphology and syntax)?
- Are there any useful ideas for your lesson?

Making linguistic inquiry accessible

- Consider what students know and what you want them to learn
- Select a phenomenon that will be accessible to investigation and explanation
- Select an approach to the investigation:
 - Bottom-up / top-down
 - Textual analysis
 - Problem set
 - Fieldwork

Making linguistic inquiry accessible

- Motivate the problem: “Serious inquiry begins when we are willing to be surprised by simple phenomena in nature...” (Chomsky 1993: 25)
 - Grammaticality judgments can reveal a surprise,
 - e.g., You can’t say *wanna* whenever you wanna.
 - Constrained sets of data can reveal a puzzle,
 - e.g., You don’t always add [s] to form a plural.
- Structure the investigation into “do-able” chunks to support students in the inquiry process
 - Constrain the presentation of data
 - Present a hypothesis with counterexamples
 - Model scientific thinking

Investigating Tohono O'odham

- The O'odham (formerly called the Papago) reside in northern Mexico and on four reservations, as well as towns and cities in southern Arizona.
- The Tohono O'odham Nation is a federally-recognized tribe that includes about 28,000 members occupying tribal lands in Southwestern Arizona.
- According to the Endangered Languages Project metadata, there are 14,000-15,000 fluent speakers of all ages.

Joyce L. Juan's problem set on noun plurals

- Joyce is a guest in the culture. She is married to a Tohono O'odham man and lives and teaches in the community, but she herself is not Tohono O'odham.
- She attended the Linguistics Workshop that Wayne O'Neil and I taught at the 2000 American Indian Language Development Institute.
- Joyce taught 5th graders in a public school on the Tohono O'odham reservation and created a noun pluralization problem set for them.
 - Reading ability from grade level 2.1 to 5.5
 - Knowledge of O'odham: lists of words to fluency

Desired results

- Student goals:
 - Greater appreciation of the complexity of Tohono O'odham
 - More familiarity with written form of Tohono O'odham
 - Greater awareness of some components of language
 - Become familiar with and use the scientific method
 - Contact Tohono O'odham speakers and gather data

Desired results

- Teacher's goals:
 - Learn more about the complexities of O'odham
 - Learn more about the students
 - Work more closely with the students' families
 - Students and families will be persuaded to use their language more at home
 - School work will become a family activity

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24.S95 Linguistics in K–12 Education, Spring 2023

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