

Detroit Public Schools Community District
Foreign Language Immersion and Cultural Studies School (FLICS)
Elementary School (grade k) English to French and English to Portuguese
Early Grade Decodables for Bi-lingual and Cultural Education on Brasil
Descodables de primeira classe para educação bilingual e cultural no Brasil
Robin M. Wilson

Essential Questions:

How do my preferences express who I am?

How do my preferences compare to people in African descent who speak Portuguese?

Rationale and Framework: In this unit, scholars will explore their personal identities through shared learning experiences. Scholars will read the leveled decodables in the unit. The decodables center on different aspects of Afro-Brazilian culture including food, dance, lifestyles, and relationships. The short decodables provide young scholars with comprehensible input to support their literacy learning in English and Portuguese, and English and French. The decodables also provide scholars with a window into Afro-Brazilian culture to build their cultural competency. Each book contains short comprehensible text in English, French, and Portuguese along with authentic cultural references to Brasil. Scholars will be taught decoding skills and cultural content related to the grade level content standards. There is a learning experience that accompanies each decodable within the early reader series. Scholars will conclude the unit with a project-based learning experience that involves creating a collage with cutouts that displays images of Afro-Brazilian culture and their personal culture to show an understanding of similarities and differences. Scholars will be asked to use their oral language skills to share their ideas that are displayed on their individual boards.

Learning Outcomes:

Scholars will be able to decode grade level words in the decodable text

Scholars will be able to name personal qualities that shape their identities

Scholars will be able to demonstrate an understanding of different aspects of Afro-Brazilian culture

Scholars will be able to make comparisons between Afro-Brazilian culture and their own culture

Learning Objectives:

Scholars will cultivate a working knowledge of Afro-Brazilian

Exchange information about themselves with others

Describe (express) favorite food, music, sports, etc.

Identify and describe leisure activities

Exchange information about leisure activities/free time preferences

Compare leisure activities in Afro-Brazilian culture and their own culture

World Language Content Standards:

Communication

1.1 Interpersonal Communication: Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.

1.2 Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Additional Higher Level Decodable Readers are available

English: Fish, rice, yucca, plantains, oranges

French: Poisson, Riz, Yucca, Plantains, Oranges

Portuguese: Peixe, Arroz, Aipim, Banana da terra, Goiabas

Resources/materials: [Lesson 4 Materials](#)

If available, use artificial fish, rice, yucca, plantains, and oranges to show young scholars as you teach the key vocabulary.

- **Comprehension** (see vocabulary word work exercises in the lesson materials)
- **Plan activation:** Give scholars an opportunity to draw a picture food that they eat at home with their family.

- **Learning outcomes:** Scholars will be able to identify the sound of Samba music. They will also be able to comprehend key vocabulary words in English and the target language (French or Portuguese).
- **Target Learning Objectives:**
 - I can identify key vocabulary in English and in the target language
 - I can express my opinions about Samba music.
 - I can share ideas about my culture's music.

Guiding Questions:

What do you notice about each drum?

What type of sounds does each drum make?

How is it similar or different from the music that you listen to?

Key Vocabulary:

English: Conga drum, tambourine, agogo, friction drum, drums

French: Tambour, Conga, Tambourin, l'agogo, Ambour à friction

Portuguese: Conga, Pandeiro, Agogô, Cuica

Resources/materials: [Lesson 5 Materials](#)

- **Comprehension** (see vocabulary word work exercises in the lesson materials)
- **Plan activation:** Give scholars an opportunity to talk about the music that they listen to. Invite them to share their thoughts about the Samba music selections that you play for them to open the lesson.

extension, invite scholars to make a special dish and bring it to share with the class. Allow each