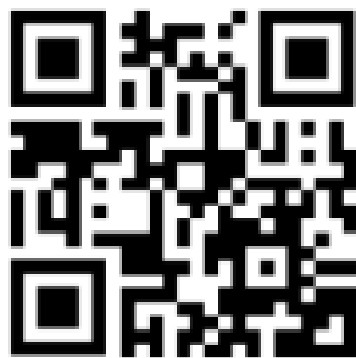# Celebration of Learning
2018-2019

Nassau and Suffolk Title III Consortia

Learning Experiences/Lesson Plan Booklet

Lead Applicant:

Long Island Regional Bilingual Education Resource Network (L.I. RBERN)

Long Island RBERN

www.esboces.org/Page/505

Suffolk Administrative Office
ESBOCES Islip Office Center
379 Locust Avenue
Oakdale, NY 11769
Telephone: (631) 218-5175

Western Satellite Office
WSBOCES Conference Center
31 Lee Avenue
Wheatley Heights, NY 11798
Telephone: (631) 595-6911

Christa Stevenson, Executive Director
E-mail: cstevens@esboces.org

Gaetano Vaccaro, Bilingual Resource Specialist
E-Mail: gvaccaro@esboces.org

Denise McAuliffe, Resource Specialist
E-Mail: dmcaulif@esboces.org

Paschalia (Pat) Parpounas, Bilingual Resource Specialist
E-Mail: pparpoun@esboces.org

Erica Flores, Bilingual Resource Specialist
E-Mail: eflores@esboces.org

Veronica Chamberlain, Secretary
E-mail: vchamber@esboces.org

Heather Parris-Fitzpatrick, Resource Specialist
E-mail: hparrisf@esboces.org

Kelley Cordeiro, Resource Specialist
E-mail: kcordeir@esboces.org

Liz Abreu, Secretary
E-mail: gabreu@esboces.org

Find us on Twitter: @LIRBERN

LONG ISLAND
REGIONAL BILINGUAL EDUCATION
RESOURCE NETWORK

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Elementary

2018-2019 Title III Learning Experience
Freedom in America through Walt Whiman's 'I Hear America Singing'

Name(s) of Teacher(s): Lindsay Carbone
District: Babylon
School: Babylon Elementary School
Grade(s): 2nd

English Proficiency Level(s):
Entering and Emerging

ENL Program Model:
 Stand-Alone

Lesson Context:
 Students listened to the poem 'I Hear America Singing' by Walt Whitman. Students then received a hard copy of the poem. Students analyzed and annotated line by line. Students were asked what an occupation is? Students learned that an occupation is a job or career that someone has. Students found and highlighted each occupation throughout the poem. As a group students discussed the different careers. After going through the poem students got to choose one occupation to illustrate.

Student Learning Targets: I can...

Content:
Students will identify the different occupations listed in the poem 'I Hear America Singing'.

Language:
Students will discuss what each occupation listed throughout the poem is and what the career entails.

Technology:
 Students can listen to a video of the poem 'I hear America Singing' by Walt Whitman.

Procedure and Student Engagement:
Students will begin the lesson by watching a video of the poem and be able to listen to the words. Next, students will receive a hard copy of the poem and highlight and annotate throughout. This poem students will need various visuals for an explanation about certain words. Students will have iPads with them to look at visuals that may help for understanding.

Assessment:
The formative assessment for this lesson is the hard copy of the poem and the annotations the students make. The teacher will have a clipboard with them to record data on each student while having a discussion about the occupations and what they entails. The teachers will record what exactly the students take away from the poem to describe what the career is.
The summative assessment will be the final illustration of the career they have chosen from the poem. The assessment should include key details mentioned in the poem.

Title III Consortia Resources and Other Supporting Materials
Students were able to have their iPads next to them while the video was playing so they can have a full view of the poem. Students were encouraged to use their iPad for explanations when words were said that they may not have understood.

Reflection:
Overall, students did a great job with this activity. Students enjoyed discussing the different professions because some of them they were not familiar with at all. Students could also relate to some because they knew people in their family or friends who have worked in these careers. Students had a hard time coming up with exactly how to plan their illustration. I conferenced one on one with each student to discuss what they would be drawing and most of them needed a visual first in order to begin. This I thought was acceptable because most of these professions were new to the students. The students did a great job with this and enjoyed it because they do love to draw and be creative when they have the chance to.

2018-2019 Title III Learning Experience
Cultural Exchanges and Poetry

Name(s) of Teacher(s): Joanne Rosche
District: Bayport-Blue Point
School: Sylvan Avenue Elementary School
Grade(s): K, 1st, 2nd, 3rd

English Proficiency Level(s):
Emerging through Expanding

ENL Program Model:
Stand-Alone, Integrated ENL Class

Lesson Context:
Bayport-Blue Point ENL students in Grades K - 3 will use the Buncee App on the laptop to create their own individual page about themselves. This cultural profile will include illustrations of their family's native country's flag, a special landmark to see in both their native country and the USA (exemplifying prior learning in Social Studies earlier this year in their classes), favorite things to do, a photo of themselves with flags, a self-made video introducing themselves and photos of their own poems (for English Language Arts and to honor the genre of choice of Walt Whitman) with audio added to enhance effective illustration.

Student Learning Targets: I can...

Content:
I can create a response to a personal experience (e.g. poem).

Language:
I can demonstrate understanding of the organization and basic features of print.

Technology:
 I can utilize new technology to create and describe highlighted cultural and other pertinent information about me.

Procedure and Student Engagement:
Students will use features within the Buncee App to create and illustrate their own profile pages as their proficiency levels and age-appropriate skill set will allow. Kindergarteners will keep their introductions/personal information brief, while Grade 2 and 3 students can expand upon their personal information, cultural backgrounds and interests. Appropriate scaffolding and differentiation can include Grade K students saying just a couple of informational sentences about themselves, just naming the landmarks of choice and reciting short, more easily remembered poems they've chosen from their class poetry books. Older students can include more of what they've chosen as pertinent facts about themselves and their interests, actual history learned about landmarks of choice, and more advanced poetry with particular formats. These include poems they've been writing in their mainstream classes (with guidance from the ENL Teacher within the Integrated classroom setting). Particular examples of poetry differentiated according to level of ability: whole classroom,

teacher taught poems for Gr. K (Emerging and Transitioning), individual student created Cinquain poems for Gr. 1 (Expanding) and personalized Haiku, Cinquain and/or Diamante poems for Gr. 2 and 3 (Expanding).

Assessment:
Students will be assessed during this lesson formatively through questioning, discussions, reading aloud and learning grammar as they follow their writing worksheet guidelines (parts of speech: nouns, verbs ending in "ing", adjectives and synonyms/antonyms). Students will be assessed summatively on information chosen, collected and recited and/or illustrated (as shown in Buncee presentations), and their ability to memorize or read and recite information and poetry through photos, added audio and video clips on their Buncee page. Actual student poetry produced by learning and entering parts of speech in English to complete these poems are effective assessments of grammar mastery and creative writing.

Title III Consortia Resources and Other Supporting Materials
Buncee App including camera feature, to be used on Title III Consortium laptop, Internet images for uploading, student made flags, student poems, poetry notebooks, worksheets and art supplies (see photos of student work captured on Buncee presentations)

Reflection:
All students seemed actively engaged in these demanding, hands-on and personalized activities. Researching, choosing, reading, illustrating, writing and reciting have brought in-depth skills, all modalities of English language learning and higher order thinking to students as they've had fun creating their own personal, meaningful presentations!

2018-2019 Title III Learning Experience
Arctic Animal Poetry

Name(s) of Teacher(s): Jessica Barrett
District: Bellmore School District
School: Reinhard Early Childhood Center
Grade(s): 1st

English Proficiency Level(s):
Expanding

ENL Program Model:
 Stand-Alone

Lesson Context:
Students have been learning about the Arctic and Antarctic. We have worked on understanding different animals in the North and South Poles. They have learned about animal characteristics and features to determine what animal category each Arctic animal belongs in (mammals, birds, fish, amphibians, reptiles or insects). Then, students chose one Arctic animal to research and become an expert about. They used their final poetry project to present and teach students in their class about their Arctic animal.

Student Learning Targets: I can...

Content:
I can identify specific information an author or illustrator gives that
supports ideas in a text.
I can create a poem in response to a text or a theme.

Language:
I can develop and answer questions about key details in diverse texts.

Technology:
 I can create a digital presentation using Buncee.
I can record audio in Chatterpix.

Procedure and Student Engagement:
This poetry project was used as a culmination of all their animal research. They were motivated when choosing an Arctic animal to research. Students applied all their animal knowledge to create an Acrostic poem about their animal. We used different Apps and websites to do our animal research like, Epic books and GoPebble. Then, students used Chatterpix and Buncee to display and present their poem with audio. Different students were given sentence starters and supports to complete their research and poem. They used a graphic organizer to do their research.

Assessment:
Some formative assessments used were their animal research graphic organizers. Student poetry projects were used as a summative assessment. They created their projects using the Buncee and Chatterpix apps. Students used a checklist to make sure they included the necessary components into their Buncee project.
Checklist-
https://docs.google.com/document/d/1dPDV896Jxd6sWvtASoQHzt4Y4BTV5FCPY9hZ4hjxfbQ/edit?usp=sharing

Graphic Organizer-
https://docs.google.com/document/d/1hJCF9IPDYSwhz7Tq7NtzSRETll1yKGAKqrAJ3VizSi8/edit?usp=sharing

Title III Consortia Resources and Other Supporting Materials
www.getepic.com
www.buncee.com
Chatterpix app
Ipads
Checklist:
https://docs.google.com/document/d/1dPDV896Jxd6sWvtASoQHzt4Y4BTV5FCPY9hZ4hjxfbQ/edit?usp=sharing

Graphic Organizer:
https://docs.google.com/document/d/1hJCF9IPDYSwhz7Tq7NtzSRETll1yKGAKqrAJ3VizSi8/edit?usp=sharing

Student work:
https://app.edu.buncee.com/bunceeboard/dac3b3dd21094e029c8dd65ca4000459

Reflection:
Students were very motivated and engaged when researching the Arctic animal of their choice. They were excited by the visuals and different manipulatives we used to explore Arctic Animals. Through their research they were able to understand and become experts about their animal. When conferring with me they had many great facts and ideas however, some students needed more significant support and guidance when putting all of their knowledge into poetry. Two of the students were able to really understand and apply their knowledge after some more modeling and guidance. One student needed support and sentence starters throughout the poetry activity. Students were also very motivated by using the Apps Chatterpix and Buncee when creating their project. Since it was their first time using both Apps more support and modeling was necessary throughout the project.

2018-2019 Title III Learning Experience
Who Are The People In Your Neighborhood?

Name(s) of Teacher(s): Susan Bella
District: Bellmore SD
School: Winthrop Avenue
Grade(s): 3rd

English Proficiency Level(s):
Transitioning, Expanding, Commanding

ENL Program Model:
 Stand-Alone

Lesson Context:
 Students researched and wrote about professions/careers they would like to work in when they are adults.

Student Learning Targets: I can...

Content:
I can research using websites and reading books. I can gather and use non fiction information to write informatively.

Language:
I can locate and organize non fiction details to inform others about a topic. I can provide a conclusion relating to my topic. I can discuss/speak about my topic with my classmates and teacher.

Technology:
 I can use websites (PebbleGo) to research topics. I can use Buncee to display my topic in digital media form to emphasize certain facts or details.

Procedure and Student Engagement:
Introduce and read three books:
-Rosie Revere Engineer
-Iggy Peck Architect
-Ada Twist Scientist
Whole group:
Students shared what they would like to do as a career when they "grow up" and why they were interested in a particular career.
Guided / Individual Work:
With teacher support and guidance, students did research using books and the Pebblego website.
Students used a KWL chart throughout the research process.
Students wrote about a profession of their choice using factual details to inform readers.
Students used a rubric to organize, self assess, and complete the assignment.
Technology:
Students used chrome books and ipads.

Student Share:
When students completed their non fiction writing project they presented it to the group.

Assessment:
Students KWL chart to track their learning process about their topic.
Students used a rubric to guide and assess their project.

Title III Consortia Resources and Other Supporting Materials
Student Work:
https://app.edu.buncee.com/buncee/5414689cdaf243bea0d91f96753f2d7f

Book Series: Deedrick, Tami, et al. Community Helpers. Bridgestone Books, 2000.
Website: https://www.pebblego.com/

Reflection:
This project gave students opportunities to incorporate different types of technology while reading, writing, listening, and speaking. Students learned about each other and from each other. They worked diligently and most of all enjoyed learning.

2018-2019 Title III Learning Experience
We Hear America Singing

Name(s) of Teacher(s): Keri Kemmann
District: Bethpage
School: Central Boulevard School
Grade(s): 2nd

English Proficiency Level(s):
Transitioning(1) and Expanding(4)

ENL Program Model:
 Stand-Alone

Lesson Context:
In this mini-unit, students read "I Hear America Singing" by Walt Whitman and crafted their own poems using Whitman's poem as a model. This unit expands on students' exploration of community helpers in the classroom.

Student Learning Targets: I can...

Content:
I can identify and explain the role of people in my community.

Language:
I can identify and use pronouns when I speak and write in English.

Technology:
 I can use technology to record and share my work.

Procedure and Student Engagement:
TW: Teacher Will/SW: Students Will
Days One and Two: Close read of "I Hear America Singing" by Walt Whitman.
TW: Explain the close reading strategy and distribute poems and colored pencils.
TW: Review pronouns, antecedents and their functions.
TW: Guide students through identifying pronouns and antecedents in the first two lines of the poem.
SW: Work in partners to identify the pronouns and their antecedents with colored pencils.
Day Three: Writing
TW: Invite students to brainstorm and share names of community helpers and their roles. TW record students' ideas on an anchor chart.
TW: Distribute poem templates and explain the writing task.
SW: Use the anchor chart to complete the template with names of community helpers and their roles.
SW: Use whisper phones to practice reading their poems with appropriate phrasing and expression.
Day Four: FlipGrid
TW: Introduce FlipGrid and show students how to access the app using the iPad.
TW: Model the creation of a new video and explain how to record.
SW: Students will take turns recording themselves as they read their completed poems.

Day Five: FlipGrid
TW: Review FlipGrid and finish helping students record their videos.
TW: Explain and model the process of adding stickers to their video.
SW: Use FlipGrid to add stickers and embellish their videos.
SW: Share their FlipGrid videos with the group.

Assessment:
TW informally assess students' understanding of community helpers and pronouns by observing the quality of their responses and writing during each lesson.

Title III Consortia Resources and Other Supporting Materials
"I Hear America Singing" by Walt Whitman "I Hear America Singing" templates: https://tinyurl.com/y6sk6yos Colored pencils iPads FlipGrid app Smart Notebook Whisper phones

Reflection:
I was hesitant about how to implement a Walt Whitman-themed lesson for the Consortium this year, but I was pleasantly surprised how easily poetry lent itself to ENL instruction. Teaching the close reading strategy through poetry allowed us to focus more deeply on conventions of English and provided opportunities to practice fluency. "I Hear America Singing" was the perfect way to incorporate the "community helpers" unit from the second-grade social studies curriculum. The students enjoyed using the iPads to showcase their work and loved seeing and hearing themselves share.

2018-2019 Title III Learning Experience
A-Z Poetry

Name(s) of Teacher(s): Ally Olsen and Tracey Zito
District: Bethpage UFSD
School: Central Boulevard, Kramer Lane, and Charles Campagne
Grade(s): K, 1st

English Proficiency Level(s):
Entering, Emerging, Transitioning, and Expanding

ENL Program Model:
 Stand-Alone

Lesson Context:
Students have been building phonemic awareness and practicing with rhyming skills. All students in our three elementary school buildings have worked together to create an A to Z poetry book in honor of Walt Whitman.

Student Learning Targets: I can...

Content:
List three things that begin with the target letter.

Language:
Recognize and produce spoken rhyming words

Technology:
 Search for pictures related to my target letter and insert them into my Buncee page.

Procedure and Student Engagement:
Students will listen to an alphabet rhyming book, "A is for Apple", using Epic Books. They will be told that they will be able to be authors with other kindergarten and first grade students in the district to create their own alphabet rhyming book. Each student will receive an assigned target letter, and a graphic organizer, where they will work independently to brainstorm different words that begin with their target letter. During this process, the teacher will assist entering and emerging ELLs by providing realia that begins with each letter. All students will receive additional teacher support to brainstorm a rhyming word using a final sound review/letter sound manipulation. Lastly, students will use the website, Buncee, to incorporate technology in order to share amongst peers.

Assessment:
Formative: Students will complete a graphic organizer that finishes the phrase: [target letter] is for ___.
Teacher will assess students' understanding of phonemic awareness.
Summative: Students will then use their graphic organizer to complete a template on Buncee. Students will also search for images that relate to their poem. Teacher will assess each students' complete Buncee page by looking for correct spelling and image-match.

Title III Consortia Resources and Other Supporting Materials
Resources:
Epic Books: https://www.getepic.com/app/read/49902
Graphic Organizer: https://drive.google.com/open?id=1gIWiGc4qTWoY73OGhMpvhVkYI4XtCX8p
Student Work: https://app.edu.buncee.com/buncee/49e66c405e4449ddb3f2baabbeeb3fb5
Evidence of Graphic Organizer:
https://drive.google.com/open?id=1cJDLvBCgkbccHV8bQeGHMumghHDRweXi

Reflection:
The students greatly enjoyed learning about Walt Whitman and his contributions to poetry. They did an excellent job working with Buncee and creating their A to Z poetry book. The teachers were amazed at how quickly they were able to type in their responses and add pictures to their perspective letter pages.

2018-2019 Title III Learning Experience
Chinese New Year Poety Dissection and Presentation

Name(s) of Teacher(s): Lorie Siegel
District: Cold Spring Harbor
School: Goosehill Primary School
Grade(s): 1st

English Proficiency Level(s):
Expanding

ENL Program Model:
 Co-Teaching

Lesson Context:
 The class had been discussing Chinese New Year. We read a story as a class. The students in my reading group read a poem about Chinese New Year. The students in my group dissected the poem and pulled out the meaning. They described and illustrated the poem using a Buncee template.

Student Learning Targets: I can...

Content:
pull out the most important details of a poem and use them to create a short story in my own words.
https://docs.google.com/document/d/15QNHboO7XD0YAbywVCNjKIe-AkMwu7tkXDvlKqG0cg0/edit#

Language:
make a connection between a poem and world history. I can also identify rhyming words.

Technology:
 use Buncee to show the meaning of a poem through writing and pictures.

Procedure and Student Engagement:
First, I gave each student a copy of the poem about Chinese New Year. Each student read it silently. Then I read it aloud as they read along. I asked the students to turn and talk to tell their partners what was familiar about this poem. As a group, we discussed the sequence of events in the poem. Due to the rhyming nature of the poem, we discussed what rhyme is. Then we identified them with hi-lighters. The next day, I showed the students how to use the Buncess comic strip template. I had created an account and a blank comic strip for each student. We created the first slide together. All students have the same first slide as a result. Each student took a turn creating that slide as a group. Their job was to condense the poem into 4 slides to tell the story using sentences and pictures. Each student had their own Chromebook to make their Buncee. Each student was able to write at their own ability level.

Assessment:
The students took turns telling their version of the Chinese New Year story based on the poem. This was a formative assessment for me to let me know if the student comprehended the poem. The

summative assessment was the completion of the Buncee. This allowed me to uncover the level of understanding of the poem and development of writing complete sentences.

https://app.edu.buncee.com/buncee/dffbdcd1be5444a388c4416fbb4068f5

https://app.edu.buncee.com/buncee/dffbdcd1be5444a388c4416fbb4068f5

Title III Consortia Resources and Other Supporting Materials
The Buncee Subscription, Chinese New Year Poem, created by myself.

Reflection:
The students seemed very excited by the poem. The liked that it was familiar to them. This was a positive outcome for me.
As we created the first slide together on Buncee, each student could easily help out. When each student had a Chromebook, they all needed help simultaneously as Buncee was new to them. I should have done more to introduce Buncee and given more time to just experiment.

2018-2019 Title III Learning Experience
GRADE 3: MODULE 4: Unit 1 Gathering Evidence and Speaking to Others: The Role of Freshwater around the World

Name(s) of Teacher(s): Marisa Aiello
District: East Moriches UFSD
School: East Moriches Elementary School
Grade(s): 3rd

English Proficiency Level(s):
All

ENL Program Model:
 Stand-Alone, Integrated ENL Class, Co-Teaching

Lesson Context:
 NY CCLA

Student Learning Targets: I can...

Content:
Explain where water comes from.

Language:
Use text-based evidence to strengthen my message.

Technology:
 Access resources to learn about how clean freshwater affects where and how people live.

Procedure and Student Engagement:
This portion of the NYS CCLA for grade 8 is a preview and guide to teaching the first chapter of the book Inside Out and Back Again

Assessment:
Students will be able to complete questions relating to the story and use their answers to build their writing on the mid unit assessment.

Title III Consortia Resources and Other Supporting Materials
Nearpod subscription and IPads

Reflection:
Through Nearpod and IPads students are able to access the information needed to build background knowledge on homes, refugees, poetry, and Vietnam. This impacts students learning by creating a foundation of understanding about a part of the world that they might not have a lot of information about.

2018-2019 Title III Learning Experience
"Poem of Myself" - Using Walt Whitman's poem title "Song of Myself" to inspire an acrostic poem

Name(s) of Teacher(s): Lorent Scrubb and Susan Rorke
District: Eastport-South Manor
School: Tuttle Avenue/South Street School
Grade(s): 2nd

English Proficiency Level(s):
Emerging-Expanding

ENL Program Model:
 Stand-Alone

Lesson Context:
 This lesson was done with a small group of second graders as an ENL stand-alone. Students have prior knowledge with poetry since it is one of the units in writing. Students also have knowledge of proper nouns and adjectives to be successful with the lesson.

To begin the lesson students will be seated at the carpet. The teacher will show students her name written on a large piece of chart paper. The teacher will discuss an acrostic poem and begin by pointing out to students that their names tell others who they are (a name is a small way of describing a person). Teacher will model with Think Aloud technique how to brainstorm information for their acrostic poem. Teacher will create acrostic poem as a whole group activity using student input and collaboration.

Students will use a graphic organizer to brainstorm adjectives/sentences to describe themselves for their individual acrostic poems.Then students will use white paper to begin the writing process of their acrostic poem.

Teacher can supply adjective lists (with and without pictures) to scaffold for less proficient students. Once students have completed their acrostic poem they will use it to create their acrostic poem using Buncee. Students will then record themselves reading their acrostic poem on Buncee.

Student Learning Targets: I can...

Content:
I can generate, gather, and organize idea and information to write for an intended purpose and audience.

Language:
I can use describing words in my writing. I can have meaningful conversation with peers while brainstorming parts of an acrostic poems.

Technology:
 I can create an acrostic poem using Buncee. I can use video to record myself reading my prepared poem.

Procedure and Student Engagement:

Students are seated at the carpet to discuss the acrostic name poems.

The teacher will show students her name written on a large piece of chart paper. The teacher will discuss an acrostic poem and begin by pointing out to students that their names tell others who they are (a name is a small way of describing a person). Teacher will model with Think Aloud technique how to brainstorm information for their acrostic poem. Teacher will create acrostic poem as a whole group activity using student input and collaboration.

Then students will be able to brainstorm adjectives they would like to use to describes themselves (personalities, things they like to do or dislike, what they think about or dream about, how they look, and family life).Students will use a graphic organizer to brainstorm adjectives/sentences to describe themselves for their individual acrostic poems.Then students will use white paper to begin the writing process of their acrostic poem.

Teacher can supply adjective lists (with and without pictures) to scaffold for less proficient students. Once students have completed their acrostic poem they will use it to create their acrostic poem on Buncee. Students will then record themselves reading their acrostic poem on Buncee. Students of lower proficiency levels may use one word on each line of their poem, while more proficient students may use phrases or complete sentences.

Assessment:

Students will be assessed through observations as they are engaged during the whole group activity (brainstorming process); do they know what adjectives are? Are they able to identify this through examples? Students will be assessed by how complex the components of their poems are. Do they use a single word? A phrase? A sentence?

Students will also be assessed in reading and speaking when they record their video reading their acrostic poems.

Title III Consortia Resources and Other Supporting Materials

Chromebooks, Buncee

Reflection: Reflection to follow

2018-2019 Title III Learning Experience
Writer's Workshop: Personal Narrative/Small Moment

Name(s) of Teacher(s): Grisel Baltazar, Toni Arnone, and Brittney Dailyily
District: EQUFSD
School: East Quogue School
Grade(s): K, 4th, 5th, 6th

English Proficiency Level(s):
Entering, Emerging, Transitioning & Expanding

ENL Program Model:
 Stand-Alone, Co-Teaching

Lesson Context:
 Students have been participating in collaborative conversations to discover a small moment they have experienced. During these dialogues students make connections and decide on their small moment to stretch into a personal narrative. Teachers share and model their own small moments with students. Prior to the lesson teachers read various books of the same genre and use technology to explore.

Student Learning Targets: I can...

Content:
organize and write a personal narrative drawing on a small moment.

Language:
read, listen, and share my story with my peers.

Technology:
 create a bits board demonstrating my small moment.

Procedure and Student Engagement:
Teachers ask students to be their writing partner and invite them to ask questions about their writing during the process. Students will engage through talking, reading, writing, and creating. Students will use Bit Board to interactively produce their personal narrative using technology. Teachers will differentiate based ELLS proficiency levels.

Assessment:
Students were informally assessed based on the completion of their personal narrative including their expressive language, reading, writing, and listening to their peers.

Title III Consortia Resources and Other Supporting Materials
Bits Board and iMovie (student work to be added)

Reflection:

In creating authentic experiences, students were highly motivated and eager to share with their peers. Throughout the writing process students made deeper, meaningful connections with themselves and others in their small group. It fostered a positive, learning, and engaging environment for teacher and students.

2018-2019 Title III Learning Experience
Past and Present Lesson

Name(s) of Teacher(s): Cie Antogiovanni
District: East Williston
School: North Side
Grade(s): 1st, 4th

English Proficiency Level(s):
Beginner & Intermediate

ENL Program Model:
 Stand-Alone, Integrated ENL Class, Co-Teaching

Lesson Context:
 First grade students learned about the differences between the past and present. Class visited the Walt Whitman Birthplace as a school field trip and later discussed the differences they saw on a Buncee.

Student Learning Targets: I can...

Content:
I can communicate two differences between the past and the present
Language:
I can follow agreed-upon rules for discussion focusing on the topic. I can answer questions about key details in diverse format.
Technology:
 I can use Buncee to communicate my thoughts and ideas regarding a specific topic.

Procedure and Student Engagement:
Students read storybook on the past. Students sorted images of past and present items. Students visited the Walt Whitman Birthplace and later discussed the differences of objects seen at the museum through using Buncee technology.

Assessment:
Students will be assessed through their audio recordings. Students are expected to speak of at least two differences between the past and present items.

Title III Consortia Resources and Other Supporting Materials
Student work: https://app.edu.buncee.com/buncee/748bb75036fc4dc88898cf9a2f218eac
Storybook, Buncee,Sorting cards of past and present items (located in Buncee)
Walt Whitman Birthplace field trip

Reflection:
Students loved learning about the differences between the past and present along with visiting the museum. Students required assistance with Buncee technology.

2018-2019 Title III Learning Experience
My Dream Room

Name(s) of Teacher(s): Christine Kenney
District: Garden City
School: Homestead
Grade(s): 1st

English Proficiency Level(s):
Emerging and Transitioning

ENL Program Model:
Integrated ENL Class

Lesson Context:
This lesson was done in collaboration with a student from Stratford Elementary school. The students will each share a Buncee describing a room or rooms that they have created in their dream homes. The lesson will allow the students to actively use technology and listening and speaking skills. The students will create/design a room for their house using the program Buncee. They will describe and explain what the room is, what items they placed in the room and why this would be their favorite room.

Student Learning Targets: I can...

Content:
I can describe familiar people, places, things and events with relevant details expressing ideas and feelings clearly.

Language:
I can participate in collaborative conversation with diverse peers and adults. I can use vocabulary appropriate for their rooms.

Technology:
 I can use Buncee and an iPad to record myself to share ideas and feelings about a topic.

Procedure and Student Engagement:
Students review a Buncee that was created with Mr. Kupferman's ENL student at Stratford School. The student created his dream home with several rooms.
Students will respond to that Buncee using iPads to express their feelings and thoughts on which room was their favorite from his home.
Students will create their own Buncee with an illustration, labels and audio describing the room they created for their house.
Students will be using vocabulary that is appropriate for the items in their room.
Students will complete the sentence, "My room would have …" The students will add three details in their sentence describing their room.

Assessment:
The students will be assessed on how they review and respond to the Buncee created by the Student at Stratford.
The students will be assessed on the illustration that they create of the room they created for their house and the appropriate labeling.
The students will be assessed on their effective listening and speaking skills during the conversation with their ENL peers.

Title III Consortia Resources and Other Supporting Materials
Buncee, iPad, drawing paper
Student Work:
https://app.edu.buncee.com/buncee/711823da4bae440eafb26b70016d56cb

https://app.edu.buncee.com/buncee/4554be4bb0394bcd8d19d21808a3274e

Reflection:
The students are always excited to use technology.   They were excited to be able to design their own room in their house. I observed a quick choice of which room they wanted to create but some hesitation with how they wanted to design the room.

2018-2019 Title III Learning Experience
Dream House Design and Writing

Name(s) of Teacher(s): William Kupferman
District: Garden City Public Schools
School: Stratford Avenue Elementary School
Grade(s): 3rd

English Proficiency Level(s):
Entering

ENL Program Model:
Stand-Alone, Co-Teaching

Lesson Context:
Student is a beginner and is still learning basic vocabulary in all areas. The lesson presents house room vocabulary, house object vocabulary, and the auxiliary verb "would." Student does basic sentence writing describing rooms and objects in a dream house he creates, after having looked at the rooms in Walt Whitman's house.

Student Learning Targets: I can...

Content:
Use precise content specific vocabulary to name several rooms and house objects in English.

Language:
Use linking words and phrases to connect ideas within categories of information as I write sentences describing a dream room including objects found in the room.
Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others, which is done by providing feedback on the work of other students and listening to feedback given about my own work.

Technology:
 Create a presentation on Buncee, including uploading photos and recording videos.

Procedure and Student Engagement:
The rooms and object of the house vocabulary was introduced and practiced. Student was then presented photos of Walt Whitman's house. We looked at the house and made a short list of the rooms and a few things we saw in each room. We talked about this being an old house. Student was then told he would be designing a new "dream" house for himself. He was given a list of the following rooms – kitchen, bedroom, living room, and backyard. He was asked to list at least one thing he would want to have in each room. He was allowed to use a dictionary for help, and was also allowed to ask me if there was a word he did not know in English.
He was then given an example sentence written by me, and a word bank with adjective words. The example sentence said… "In my dream house, the backyard would have a huge swimming pool."
The student then wrote a sentence for each room using the example sentence and the word bank for help. After writing each sentence, he drew a picture to illustrate what he had written for each. I

worked with the student to check spelling, grammar, and to make sure the picture depicted what was written. I also asked student to add additional words where possible (color, additional adjective, etc.). Student was then taught to take a picture of each of his drawings with his iPad. I had a template set up for him on Buncee and showed him how to upload his pictures to the slides and add the sentences he had written. He was then taught to modify the slides (background color, font, etc.).

My student's presentation was then sent to two other ENL students who responded on video to his presentation. They spoke about which room of his they liked best and why. This video was sent back to my student along with similar presentations. He watched the review of his video and then created a video in which he reviewed the work of these other students. His review was sent to the other students.

Assessment:

Assessment is ongoing. Student sentences are checked for spelling and grammar. Drawings are compared to sentences to assess knowledge of vocabulary (did student draw the correct room/objects as per sentences written). Ultimately, the Buncee presentation (link below) serves as the summative assessment.

Title III Consortia Resources and Other Supporting Materials

iPad, Buncee subscription

Student work:

https://app.edu.buncee.com/buncee/7b9c695ae1ce41b1ab4ca336571022c1

Student template:

https://drive.google.com/open?id=1kb21pzMQJjMswiDUclpd5qhAhLEpvbWZ

Reflection:

This was a good lesson. It was level appropriate and gave the student a fun way to work with the new vocabulary and grammar. There was not an overwhelming amount of material, but work was done in depth for this student and again was appropriate. The technology component did take some time. The student had used Buncee on occasion in the past, but still needed much direction. Typing is also very new to him, so that took a good amount of time. He enjoyed using the program, which I believe served to motivate him more in terms of getting his work done. I did have to keep him on track with the use of Buncee in that he often wanted to add elements to his presentation that were not relevant to the work being presented. I also believe he very much enjoyed the feedback from the other students and giving feedback himself. In the end, he acquired new vocabulary, worked with a new grammatical pattern, wrote, spoke, and listened. This all made for a worthwhile project.

2018-2019 Title III Learning Experience
Walt Whitman - Inspired Life Reflections

Name(s) of Teacher(s): Catherine Lara and Katharine Forte
District: Garden City
School: Homestead, Hemlock, Stewart
Grade(s): K, 1st, 2nd, 3rd, 4th

English Proficiency Level(s):
Emergent, Transitioning, Expanding, Commanding

ENL Program Model:
 Stand-Alone, Integrated ENL Class

Lesson Context:
 Students will complete three templates, one for family, one for country/culture, and another about their future dreams. Each template will be used to create a video using an iPad in which the students will present their work. Each template will coincide with a Walt Whitman quote that will be discussed with the students before each template is completed.
Interview with a Family Member: "We were together; I forget the rest." Favorite Traditions and Culture: "There is no place like it, no place with an atom of its glory, pride, and exultancy." Future Dreams: "Keep your face always to the sunshine and the shadows will fall behind you." Where students would like to travel: "Not I, nor anyone else can travel that road for you. You must travel it by yourself. It is not far. It is within reach."

Student Learning Targets: I can...

Content:
present information, findings, and supporting evidence so that listeners can follow the line of reasoning. I can ensure that the organization, development, and style are appropriate to task, purpose, and audience.

Language:
participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

Technology:
 use various technology platforms (iPads & Power Point) to communicate effectively.
access, generate, process, and transfer information using appropriate technologies.

Procedure and Student Engagement:
Students will briefly discuss and read a biography about Walt Whitman and the quotes used in this presentation. Students will begin with the Family Interview. They will have one week to complete it.

After, they will complete their Future Dreams and Culture sheets. After, they will work in partners to record "reports" of their work.

Assessment:
https://drive.google.com/open?id=19Bb7yODDz5ZwOObpuze-e4-dWFlw5CVk

Title III Consortia Resources and Other Supporting Materials
Powerpoint, iPads,Templates
Template:
When I Grow Up: https://drive.google.com/open?id=1su-NX-I0uRbe0XOCONijQY9scS9qhqUH
Template: Family History Interview:
https://drive.google.com/open?id=1r9c_1XmtkmviqHgPdqOu7xeHBMPqczqY

Student Work: https://drive.google.com/open?id=1LyZD6En6V5R1h496DMI95xdolgLCLfi0

Reflection:
Our students really enjoyed working on this project. Through the various technology platforms, they were able to take ownership of their work and were highly motivated. Working across schools was exciting; the children were able to see each other's work and learn about one another's cultural traditions. They also were excited to interview a family member that had more experience in their country of origin. Our students learned a lot and were highly engaged throughout. Kindly note that this project can be used with a variety of technology platforms such as FlipGrid and Book Wizard.

2018-2019 Title III Learning Experience
Jobs All Around Us!

Name(s) of Teacher(s): Debbie Grossman, Kathy Munter, Daniela Espinal, Mandy Boyce, Jaime Jain, and Joe Chiara
District: Hauppauge
School: Bretton Woods, Pines, Forest Brook Elementary
Grade(s): K, 1st, 2nd

English Proficiency Level(s):
Entering/Emerging

ENL Program Model:
Stand-Alone

Lesson Context:
 Students will be learning about different jobs that people have. We have read books and watched videos on YouTube that discuss the roles of each of the jobs and how these people affect our community. This is a unit to connect all of the different people that live and work in a specific community. Students participated in a Career Week. Grade 5 students researched a profession of future interest. Following their research, they presented to younger grades as their career choice and talked about roles and responsibilities of each job.By bridging the theme of Walt Whitman, we have used his poem, "I Hear America Singing," which describes the jobs and role of various people. Students will be learning about the jobs people have from a variety of sources and media.

Student Learning Targets: I can...

Content:
describe the specific role of a job with two details.

Language:
speak in complete sentences about three different jobs.

Technology:
 use Buncee to record myself and create a page about three different professions.

Procedure and Student Engagement:

This lesson is designed for entering and emerging language students. We have been previously viewing videos that help scaffold the topic of "professions." We also have read language-appropriate texts as whole class and individually to enhance vocabulary comprehension. In addition, student have worked on a separate unit in their classrooms about jobs and this has helped to increase awareness and recognition of the topic at large. We attempt to bridge the technology gap by using iPads on a regular basis and also have our small group instruction using desktop computers in the lab to practice basic typing skills. Students will first listen to the Walt Whitman poem, "I Hear America Singing." Following this poem and brief discussion about the jobs that were mentioned in the poem, students will watch a song a YouTube about jobs. Students will answer questions about the role of the jobs in the song via

Edpuzzle as a means to assess comprehension. The culmination of the activity is to have students create a Buncee to record them speaking about three different jobs and the roles of each profession.

Assessment:
Formative Assessment: Students will watch the video "Job Song for Kids" and answer questions via an Edpuzzle that assess their understanding of the roles of each job.
https://edpuzzle.com/media/5cdace95567fa14102ff944e

Summative Assessment: Students will create a Buncee

Title III Consortia Resources and Other Supporting Materials
Edpuzzle https://edpuzzle.com/media/5cdace95567fa14102ff944e

This video will be previewed once without the questions, then followed up with the Edpuzzle itself.
Buncee https://app.edu.buncee.com/creation/v3/afab90c9a40244799f82a924eac3d34e

Reflection:
The students enjoy learning about different jobs, especially when it can be connected to roles that are familiar in nature. Adding the Edpuzzle and Buncee pieces to the lesson help students remain engaged and focused throughout the duration of the lesson.

2018-2019 Title III Learning Experience
Creating Free Verse Poetry Inspired by Walt Whitman

Name(s) of Teacher(s): Jennifer Anderson, Christina Moser and Jill Wynne (co-teacher)
District: Island Trees and North Merrick
School: Michael F. Stokes and Old Mill Road Elementary Schools
Grade(s): 2nd, 3rd

English Proficiency Level(s):
Transitioning, Expanding, and Commanding

ENL Program Model:
 Stand-Alone, Integrated ENL Class, Co-Teaching

Lesson Context:
Students created free verse poems as a culmination to a Walt Whitman unit encompassing timeline, biography, grammer, and their senses.

Student Learning Targets: I can...

Content:
create a poem in response to an author.

Language:
recount an experience with appropriate facts relevant descriptive details, speaking clearly at an understandable pace.

Technology:
 include digital media (Buncee) in presentations to emphasize certain facts and details. I can also include digital media to clarify or support ideas, thoughts and feelings.

Procedure and Student Engagement:
*** All materials located in folder under resources section
Introduction:
Who is Walt Whitman? Students will learn about Walt Whitman by reading a biography about his life. Students will be introduced to important vocabulary to become more familiar with his life and events.
Biography: Walt Whitman biography was presented in both hard copy and digital presentation. Biographies were presented in both digital and paper form with and without visual and audio support.
Timeline: Students viewed teacher created timeline of Walt Whitman's life in Buncee. Students created their own timeline of Walt Whitman via Buncee and hard copy. As a follow-up, students created their own timeline of important events of their own life.
Grammar: Common and Proper Nouns : Students reread a biography of Walt Whitman and identified common and proper nouns within a text. Students became familiar with common and proper nouns through a sorting activity using nouns from the biography. Students demonstrated what they learned through a Buncee activity.

I Hear America Singing: Students identified adjectives and adverbs within the text. They used a Buncee to demonstrate proficiency of various parts of speech.

Inspiration: Students completed a web about what inspires them to communicate with others. This web is the gateway for their Free Verse Poem.

Free Verse Poem: Students will construct a free verse poem using nouns, adverbs, verbs and adjectives using a graphic organizer. Students will create a Buncee to display their final projects.

Assessment:

Students used technology to demonstrate their knowledge of different parts of speech. Students used a poetry rubric to self assess their poems. Rubric contained in materials folder.

Title III Consortia Resources and Other Supporting Materials

https://drive.google.com/open?id=1pxSEAd9_RtTaMNmrW1-O1WAUlZ2-v783

Buncee subscription, SMARTboard, Chromebooks, iPads

Student Work: https://app.edu.buncee.com/buncee/f5bd5dac94db4c0faa940f3b8bdf81bc

Reflection:

The intergrated co-teaching classroom gave the students an opportunity to participate in station teaching. Students will also get the oppportunity to share their poety with others at the Poetry in the Park Celebration on June 4, 2019 held at the Walt Whitman Birthplace. Students will recite their poems in small groups for middle and high school students from various districts. We are the only elementary school presenters at this event. Our families and other members of our school community will be in attendance.

2018-2019 Title III Learning Experience
Walt Whitman: Which landmark do you want to visit? Why?

Name(s) of Teacher(s): Stacy Berkowitz and Meghan Gallagher
District: Island Park School District
School: Francis X. Hegarty Elementary School
Grade(s): 1st, 2nd

English Proficiency Level(s):
Entering, Emerging, Transitioning, Expanding, and Commanding

ENL Program Model:
 Stand-Alone, Integrated ENL Class

Lesson Context:
 This unit delves into the essential question: Which landmark do you want to visit? Students learned the history of Walt Whitman and his connection to Long Island. Next, students completed a Nearpod in which they went on a series of virtual field trips to two landmarks that are connected to Walt Whitman. On the first field trip, students took a virtual field trip to the Brooklyn Bridge. They illustrated the bridge on a Draw-it slide. Next, students experienced a trip to Walt Whitman's birthplace and visited the Walt Whitman Association. Then, students completed a Matching Pairs activity. Finally, students answered a poll question: Which landmark do you want to visit? They selected either the Brooklyn Bridge or Walt Whitman's house. Students turned and talked about the landmark they selected and expressed reasons of why they wanted to visit. In the next lesson, students completed a circle map to gather ideas about what activities can take place at the landmark they selected. Next, the teacher modeled how to write an opinion paragraph using a graphic organizer, which includes topic sentence, three reasons and supporting details, and a conclusion, or concluding sentence. The teacher followed the gradual release model to teach how to write a friendly letter. Students then independently wrote their topic sentence, three reasons why they wanted to visit that landmark, and a concluding sentence. The next day, students individually conferenced with the teacher, using a writing checklist to check for capitalization, punctuation, finger spaces, clarity and quality of their responses. Following the one-on-one conference, students used the letter-writing template to transform their graphic organizer writing into a letter to a pen pal in 1st or 2nd grade. Students in 1st and 2nd grade collaborated through writing letters to each other. Finally, students recorded their letters on the Book Creator app. Students were able to collaborate together and read their pen pal's letter to see which landmark he or she selected and why.

Student Learning Targets: I can...

Content:
I can master vocabulary specific to Walt Whitman unit (historic, author, bridge, etc.). I can design and synthesize an opinion of why I want to visit a specific landmark. I can write a friendly opinion letter to a pen pal. I can describe the Brooklyn Brid

Language:

I can use signal words and expanded sentences to express and convey meaning. I can turn and talk with a partner regarding the Virtual Field Trips on Nearpod. I can use words and phrases to contribute to conversations (I want to add; I think that). I can use questions to elicit exchanges from peers or adults (How do you know? Do you agree or disagree?) I can use specific academic language when expressing an opinion (I think that).

Technology:
I can use Nearpod to learn about Walt Whitman's birthplace and Brooklyn Bridge. I can use Nearpod to illustrate a landmark. I can use Book Creator to record my letter to a pen pal. I can use Book Creator to read my letter to a pen pal.

Procedure and Student Engagement:
Throughout the series of lessons, students will meet the learning goal of writing an opinion writing piece discussing which landmark he or she would like to visit and why, which in turn evolves into a letter to a pen pal. Students will be able to identify the Brooklyn Bridge and Walt Whitman's birthplace. Students will be able to use a graphic organizer to write a topic sentence, three supporting details and reasons, and a concluding sentence. Students will be able to transform the writing from the graphic organizer into an opinion-writing letter to a pen pal. Students will be able to collaborate and engage in discussion with peers to express why they selected that landmark. These objectives and goals have been met over the course of several lessons. First, students will participate in a Nearpod, which builds background knowledge about both Walt Whitman and the Brooklyn Bridge. In this Nearpod, students get a chance to explore the Brooklyn Bridge in two virtual field trips and then watch a virtual field trip on YouTube of Walt Whitman's birthplace. They then complete a matching pairs activity, a draw-it activity, and a poll. The poll results serve as a turn and talk with a partner regarding which landmark they would visit. The next day students will participate in a listening activity from Read Works about the Brooklyn Bridge. They must listen to the passage and answer questions. Next, students will complete a circle map and fill in information and pictures about that specific landmark. For example, if a student wanted to visit the Brooklyn Bridge, he or she would brainstorm using a circle map specific things about it or activities someone can do while visiting. Next, the teacher allows students to share out their circle map. Then, using the gradual release model, the teacher models the graphic organizer and the topic sentence, three reasons, and concluding sentence of why they want to visit the landmark. The teacher may need to model and scaffold more with specific students in order to differentiate the lesson for their respective proficiency levels. In addition, students at the entering or emerging level or an IEP will receive sentence frames. The next day, students will have a one-on-one conference with the teacher, using the writing checklist to edit and revise their work. Then, they will begin to write letters to their pen pals. The teacher will keep a visual letter template on the Smart Board, as students independently write. The next day, students will take turns reading their letters to each other. Individually, students will record their letters using Book Creator. Once all students have recorded, then students can listen to what their pen pals wrote to them using the Book Creator app. Students will be assessed each day through multiple measures, using each modality of language.

Assessment:
Formative and summative assessments are imperative, as it drives instruction. Some examples of formative assessments we used included Nearpod matching pairs activity, Nearpod Draw-It activity, Opinion-writing graphic organizer, and turn and talks throughout the lessons. These on the spot assessments are valuable and allowed us to evaluate if students were meeting the learning targets. The summative assessments included the final opinion-writing paragraph, which evolved to the letter to the pen pal. In addition, the Book Creator recorded piece was another summative assessment in this unit.

Links to Asssessment:
Nearpod Lesson: https://share.nearpod.com/QGHQPxa1BV

Nearpod Data: file://ips-inst-file.ips.tld/Inst-Homes/Teachers/Lincoln%20Orens/sberkowitz/Downloads/Session_from_2019-04-04_0141_PM.pdf

file://ips-inst-file.ips.tld/Inst-Homes/Teachers/Lincoln%20Orens/sberkowitz/Downloads/Session_from_2019-04-04_1200_PM.pdf

file://ips-inst-file.ips.tld/Inst-Homes/Teachers/Lincoln%20Orens/sberkowitz/Downloads/Session_from_2019-04-04_1132_AM.pdf
Read Works Listening Activity and Questions:
https://www.readworks.org/990458f4-040c-44b5-a025-6ce003306d7e

Letter Writing Template:
https://www.teacherspayteachers.com/Product/Letter-Writing-Paper-Friendly-Letter-596390

Book Creator: https://drive.google.com/open?id=1iGxnRrSBNcRcDCeTC71sL2kZacHu9JtG

Title III Consortia Resources and Other Supporting Materials
iPads, Nearpod, Book Creator, HP Printer
Book Creator: https://drive.google.com/open?id=1iGxnRrSBNcRcDCeTC71sL2kZacHu9JtG

Reflection:
Overall, the series of lessons in this unit were a great success. They were meaningful and students exceeded the learning targets. The project could not have been so successful without Nearpod, Book Creator, and the iPads. These components of technology amplified learning and allowed each learner to be engaged at all times. Students built background knowledge using Nearpod and applied this when synthesizing an opinion-writing paragraph. The gradual release model of "I do, we do, you do" empowers students to be independent and active learners. Scaffolding and modeling for ELLs are two critical strategies to make the input comprehensible. Students with other services such as Speech or those students with an IEP were able to produce the same product with key measures of differentiation. Differentiation was important when writing the letter to a pen pal. For example, a student with an IEP received sentence frames to help them express his thoughts. After reflecting further, student learning was maximized because all four modalities were involved throughout these lessons. Students listened to a passage about the Brooklyn Bridge, students read their letters to each other, students wrote their opinion writing letters to a pen pal, and students spoke when recording their voices in Book Creator, as well as, spoke during turn and talks. Students enjoyed this project and were excited to share their letters.

2018-2019 Title III Learning Experience
Walt Whitman: Buncee and Nearpod Fun!

Name(s) of Teacher(s): Rosa Ismail and Nicole Keicher (SBU Student Teacher)
District: Kings Park Central School District
School: Fort Salonga
Grade(s): 2nd, 3rd

English Proficiency Level(s):
Entering, Emerging, Transitioning, Expanding, Commanding

ENL Program Model:
Co-Teaching

Lesson Context:
This lesson was designed for a CoTaught ENL/Grade 3 ELA class which includes 4 current ELLs. The students include: Emerging (Tagalog), Transitioning (Spanish), Expanding (Spanish) and Expanding (Urdu/Farsi). There are also 3 former ELLs in this class. One is Commanding (Farsi) while the other two are in their third year (Polish and Spanish).   The language targets align with the third grade curriculum elements of poetry and incorporates the use of the new Chromebooks that this class just received. The students have also already completed prior Nearpod lessons via the iPads and their Chromebooks, so they are familiar with those types of activities. In order to prepare for this lesson, I had an emerging ENL student work with me during his pull out session on the creation of the descriptive paragraph and then record it to be used as part of the Buncee as well.

Student Learning Targets: I can...

Content:
listen to a description and draw a detailed picture. I can listen to/watch a video and complete a written cloze activity.

Language:
identify, define, compare and use repetition and alliteration in my writing.

Technology:
 use various activities in Buncee (via an iPad) and Nearpod (via a Chromebook) successfully to learn about Walt Whitman and figurative language.

Procedure and Student Engagement:
Students worked at Personalized Learning Stations over a few days. The students worked at their own pace to complete the Buncee activity via iPads. In this engaging activity the students had to listen to a description of Walt Whitman and create a detailed drawing. They were allowed to listen to the description as many times as they felt they needed. After that, there was a Think Pair Stand activity which had the students stand and speak with a partner and compare and contrast their drawing to each other's and a photograph of the poet Walt Whitman. They also watched a video about the poet and completed a cloze activity (with or without a word box). The students were given the option as to which level activity would be better for them. The students were also allowed to pause and/or go back

during the viewing of the video as much as they needed in order to be successful on the written cloze activity. After their individual work was completed, students worked collaboratively and with "teacher pens" (different colors) to self-correct and analyze any errors. The other Personalized Learning Station had the students working on their Chromebooks, which they just started using a few months ago. The students joined a Nearod lesson and worked individually at their own pace to complete several interactive activities. The Nearpd lesson included several reading based activities including a Quiz and a Matching Pair activity as well as a written activity via the Open Ended question. The Nearpod lesson also included original works by Walt Whitman that were used as examples for learning alliteration and repetition. The general set up of the classroom had on teacher focused on supporting the students who were using the iPads (Buncee Activity) and the other CoTeacher facilitated at the Chromebook (Nearpod) station. Since this activity took more than one day (ELA period) the CoTeachers switched stations just like the students did.

Assessment:
Student learning is assessed through teacher observations during their Stand and Talk activity (via Buncee) and their collaborative self-check of their Buncee written cloze activity sheets. Teachers also refer to the NYSESLAT speaking and writing rubrics during classwork and student observations and take notes to use for future consultations with students. In addition, detailed Nearpod Reports provide specific data, including reading comprehension, content knowledge and writing abilities for each student as well as the whole class.

Title III Consortia Resources and Other Supporting Materials
Please refer to the following shared folder link to find documents, resources/links and student samples:
 https://drive.google.com/open?id=1cxUTpvbxGhXOq_lyNWEFv2YPkh4PGXem

Reflection:
This lesson was engaging on many levels and the students actively participated in the Buncee and Nearpod activitites. They had opportunities to work alone and collaboratively with their peers and as usual, enjoyed using iPads and the the Nearpod App (via Chromebooks). Although this lesson was designed with a specific CoTaught ENL class in mind, I did use some activities with a few of my pull-out ENL students in grade 2 as well.
There are a few changes that I would make to the Nearpod lesson before using it again. I would create an extra version with audio to differentiate for lower leveled readers. I would also add a collaboration slide (like a "post it" activity) that the students can "add to" while they were working. This could be displayed on the classroom SmartBoard to showcase the students' learning, act as a support for others who may be struggling and encourage students to read/comment on their peers' ideas/thoughts.
One of the most successful aspects of this lesson is that the stations were personalized and this allowed students to work at their own 'levels', styles and pacing.

2018-2019 Title III Learning Experience
The Pledge of Allegiance

Name(s) of Teacher(s): Erica Vidal
District: Kings Park Central School District
School: Fort Salonga Elementary School
Grade(s): 3rd

English Proficiency Level(s):
Transitioning, Expanding

ENL Program Model:
 Stand-Alone

Lesson Context:
 The students in this class were chosen to recite the Pledge of Allegiance over the school announcements, but couldn't express the meaning behind the pledge when asked about it. This unit was derived to teach them the meaning of the pledge and our country's flag.

Student Learning Targets: I can...

Content:
understand and express the importance of the American flag and The Pledge of Allegiance.

Language:
respond to questions using complete, grammatical sentences. I can correctly identify and use nouns, verbs, and adjectives to write poetry.

Technology:
 use a web browser to navigate to websites. I can post appropriate videos and respond to my classmates' videos appropriately.

Procedure and Student Engagement:
1.   Bring in a variety of flags for students to see (race flags, state flags, the flag of the United States, flags from other countries, team flags, etc.). Ask students to point out the flags that they have seen before. Where have they seen them? Why do they think people fly certain flags? What do they stand for? Draw students' attention to the American flag. Explain that all this week we will be learning about our country's flag.
2.   Ed Puzzle: F is for Flag by Wendy Cheyette Lewison
3.   Nearpod Lesson:The History of the United States Flag
4.   Read Aloud: Why are there stripes on the American Flag? By Martha E.H. Rustad
5.   The Pledge of Allegiance picture matching activity-students match phrases from the Pledge of Allegiance to corresponding pictures in order to better understand the meaning behind the pledge
6.   FlipGrid-Why do we say the Pledge of Allegiance at school each day? What does the Pledge of Allegiance mean to you? Do you think we should say the pledge every day? Why or why not?
7.   Diamante Poem Writing-Topic Choice: America or The Pledge of Allegiance

Assessment:
Students will be formatively assessed on their answers in Nearpod, Edpuzzle, and the picture matching activity, as well as their ability to answer teacher and peer directed questions during the unit.
Students will be summatively assessed on their Flipgrid videos and diamante poems.

Title III Consortia Resources and Other Supporting Materials
iPads
Wireless keyboard
Tripod for iPad
Stylus Pens
Nearpod Lesson History of the American Flag: https://share.nearpod.com/Lmkhwb27IW

EdPuzzle: https://edpuzzle.com/assignments/5cdcd3c8aeb78c41203600f7/watch

Book: Why are there stripes on the American Flag? By Martha E.H. Rustad
Flipgrid: https://flipgrid.com/2375c375

Reflection:
Having many different types of activities in the unit kept the students interested and motivated throughout the unit; they were anxious to find out what they were going to do each day! Having so many lessons based around the iPads kept the students engaged. The students enjoy using technology whenever they have the chance, and enjoyed making videos of themselves on Flipgrid. Having the students write down their answers to the Flipgrid questions before they recorded them was imperative in order for them to get their ideas out in the allotted time they had to record. The picture matching activity allowed students to use context clues and higher order thinking skills without even realizing it! Their diamante poems at the end of the unit were a creative way for the students to display their learning. Overall, the unit worked out well and the students had a much better understanding of the American flag and the Pledge of Allegiance than they did before the unit.

2018-2019 Title III Learning Experience
Walt Whitman's Life

Name(s) of Teacher(s): Vivianna Millstein
District: Malverne School District
School: Davison Avenue Intermediate School
Grade(s): 5th

English Proficiency Level(s):
Transitioning/Expanding

ENL Program Model:
Stand-Alone

Lesson Context:
 Students will create a time-line of Walt Whitman's life, learn about his role in society as a well- known poet and his life's accomplishments through and beyond his death. Students will learn how to create a time-line class project creating and designing an informational slide show using illustrations and images using a new educational technology website "StoryboardtThat".

Student Learning Targets: I can...

Content:
Determine the main idea of a text and summarize text. Explain the events or concepts in a historical text based on information in text. Compare and contrast the overall structure of events in two or more texts. Draw on information from multiple print or d

Language:
Summarize a written text read aloud or information presented in diverse media and formats including visually, quantitatively and orally. I can orally report on a topic or text, using appropriate facts and relevant details to support the main idea including multimedia components (graphics, sounds, visual displays) in presentations when appropriate to enhance development of main ideas or themes.

Technology:
 Use the Internet for research and gathering images that align to a presentation. I can use "StoryboardThat" to create a digital timeline and presentation.

Procedure and Student Engagement:
The teacher will introduce the topic by showing a few videos on YouTube about the life of Walt Whitman and his books of poems. The teacher will then introduce the "StoryboardThat" website and how it will be used to complete and present their individual project (time-line format) as related to the topic. Students will determine the main ideas and details of an informational text and explain how they are supported by pictures. They will also determine the theme of a biography and how the character responds to challenges in his life. Next, the students will complete a graphic organizer using facts in a biographic text based on specific information in the text. Students will determine the sequence of events in Walt Whitman's life so that they can introduce a topic clearly, including illustrations and multimedia. They will write informative/explanatory text to convey information clearly and then use

technology and the Internet to integrate what they learned to produce and publish writing as well as interact and collaborate with others.

Next, they will engage in listening and speaking skills in the group to find out about the sequence of events in Walt Whitman's life. They will be able to explain how specific images contribute to and clarify text.

Lastly, using "StoryboardThat" they will create slides with a timeline layout, writing information using different shapes and bubbles, and downloading pictures from the Internet or a saved document. They will be practice their speech by recording and listening to themselves using the "StoryboardThat" website.

Assessment:
Formative: Creation of "StoryboardThat" Project (On-going) and guided by teacher.
Summative: Answering Comprehension questions to assess knowledge of a biography and the sequence of events in text.

Title III Consortia Resources and Other Supporting Materials
notebooks, iPads, graphic organizers, copies of "Walt Whitman" worksheets, NextGen learning standards
Graphic Organizer: https://drive.google.com/open?id=1k3q8biPv7JcTUtTcwhy_dloBSkxdwVtj
Websites:
 www.britannica.org,
 www.biographyonline.net
 www.pbs.learningmedia.com
www.c-span.org
 www.watchknowlearn
www.education.com
www.storyboardthat.com
Student Work:
https://www.storyboardthat.com/portal/storyboards/kboucardenl/classroom-public/walt-whitman-s-life
https://www.storyboardthat.com/portal/storyboards/aguerrierenl/classroom-public/walt-whitman-2
https://www.storyboardthat.com/portal/storyboards/bvasquezenl/classroom-public/walt-whitman-s-life

Reflection:
This lesson went very well. The students were able to understand, explain, interpret and make connections in narratives and personal events, using visuals and illustrations, identifying where each situation reflects specific descriptions and directions in their storyboard. The students were able to illustrate the key ideas reflecting the sequence of events in Walt Whitman's life. The students were able to understand and explain how Walt Whitman became a famous poet of the 19th century and his contribution to society. The students were able to learn and use the "StoryboardThat" website creatively with illustrations, images, structure, design and writing their own timeline creating cells within their storyboard and recording their voice to create a class project, completing the task successfully. Both the students and I enjoyed using the "StoryboardThat" website and had fun exploring all aspects of the site. Next time, I will use "StoryboardThat" to create a book of their experiences as immigrants coming to the United States.

2018-2019 Title III Learning Experience
Comparing the Way of Life Long Ago to Life Today

Name(s) of Teacher(s): Fabiana Pereira and Jennifer Russo
District: Malverne
School: Maurice W Downing
Grade(s): 2nd

English Proficiency Level(s):
Expanding/Commanding

ENL Program Model:
 Stand-Alone

Lesson Context:
 Students used a variety of online resources, and literature to research information about how life was different long ago than it is today. Homes, schools and transportation have all changed over the years. In this project the students learned about these changes.They used their prior knowledge and new knowledge to create a presentation using Book Creator. Students composed a variety of writing using their research, such as a narrative, and a variety of informational texts comparing homes, schools and transportation. The students also wrote an opinion piece on whether or not they preferred to live long ago or today.

Student Learning Targets: I can...

Content:
Describe the relationships between events in a text using language that pertains to time

Language:
Write an opinion about a topic using relevant evidence

Technology:
 Use Book Creator to publish a digital presentation

Procedure and Student Engagement:
First, the students watched a video about Pilgrim's Life on ScholasticNews.com and charted the different things that they would see, hear, taste, feel and smell if they lived long ago. The students then composed a narrative about, "If they lived Long Ago..." along with own artistic representation of themselves living in that era. Next, the students, read literature (see resources below) to research information about how life was different long ago than it is today. Each day a different topic was focused on such as homes, schools and transportation. The students than composed a compare and contrast writing using the information they learned. The literature the students were given was based on their proficiency levels, in addition, their writing was scaffolding based upon their individual needs. We used anchor charts for their compare and contrast writing and sentence stems for students when needed. Finally, the students were able to transfer their writing and illustrations to Book Creator.

Assessment:
We assessed our students throughout the lesson using questioning to check for understanding. In addition our summative assessment was their writing in Book Creator.

Title III Consortia Resources and Other Supporting Materials
Video on schools long ago
https://safeshare.tv/x/ss57cdc8d3d1b0b

Video on children's life long ago
https://safeshare.tv/w/ss5741dfa3e9627

Video on transportation long ago
https://safeshare.tv/w/

(Subscription based) Scholastic News-Pilgrim Life Video
(Subscription based) Discovery Education-Life Long Ago and Today Video
Literature- Homes Then and Now by, Robin Nelson
Literature-Schools Then and Now by, Robin Nelson
Literature-Transportation Then and Now by, Robin Nelson
Worksheets were purchased from Teacherspayteachers-Long Ago & Now | Compare Past & Present | Long Ago & Today Social Studies BUNDLE
Student Work- https://drive.google.com/open?id=1a6IRt5O1LCivlZ1bSeCkgKr3XNtd6KLs

Reflection:
As teachers we enjoyed teaching the students about this topic, we did it prior to Thanksgiving so we were able to discuss not only how homes, schools and transportation was different, but we also got into how Thanksgiving was different as well. We were able to use a variety of resources such as engaging videos that the students loved as well as literature that included tons of visuals. They were able to hear from the people who lived during that time period and see how things were different and how technology has really improved and made our lives easier. The students were astonished to hear that long ago bathrooms were not inside the homes, and that schools often times only had one teacher with children of all ages together in one room. The students are extremely proud of all of their hard work and loved seeing the final results on Book Creator.

2018-2019 Title III Learning Experience
Teaching 5 Senses through Walt Whitman's Poetry

Name(s) of Teacher(s): Christina Arata and Ashley Arcuri
District: Manhasset UFSD
School: Shelter Rock Elementary
Grade(s): K, 1st, 4th, 5th

English Proficiency Level(s):
Entering, Emerging

ENL Program Model:
Stand-Alone, Co-Teaching

Lesson Context:
Group 1: After completing the alphabet unit, K-1 students are able to identify letter names and sounds. Teaching poetry is a great way to introduce word families. Although Walt Whitman's poems are very deep for younger grades, pre-teaching word families and rhyming helped students make connections with Walt Whitman's poem. Additionally, students learned ways to talk about the world around them using the 5 senses, similar to how Walt Whitman described the soldiers marching. It is important to teach about the 5 senses because it is an easy way for language learners to communicate with peers and teachers. Finally, working with an older student, someone who is also familiar to them provides the younger students with confidence to make connections and apply new material in a low-stress environment and also provide confidence for the older student to assist new learners.
Group 2: Teacher presented a lesson on Walt Whitman on Smart Notebook with pictures of him and his home. Students compared and contrasted life in his time vs life in present day. Teacher then read the excerpt "Beat! Beat! Drums!" from "The Wound-Dresser" to students and we identified the sensory details in the poem. Students and teacher completed a chart with Poetry terms including The Five Senses, Rhyme, Metaphor, Simile, etc. The following day, students worked in a small group with the younger students to create a Buncee using the five senses. Students identified each of the five senses and then worked together to insert pictures of examples of the five senses on separate slides. Students then presented their projects to the other group.

Student Learning Targets: I can...

Content:
Identify specific words that express feelings and senses.
Determine the meaning of words, phrases, figurative language, academic, and content-specific words.
Determine the meaning of words, phrases, figurative

Language:
Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Technology:
Include digital media and/or visual displays in presentations to emphasize central ideas or themes.

Procedure and Student Engagement:
Pre-teach: Grades 4&5 poetry vocabulary (rhyme, metaphor, simile, alliteration, onomatopoeia, five senses for imagery and visualization)
Pre-teach: Grades K&1 word families (foundations of rhyming), adjectives (describing words), five senses (through a read-aloud and act-it-outs).
To activate background knowledge, SW work with their partners (from another class) to complete a chart of the 5 senses using Buncee.
SW listen to a verse of Walt Whitman's poem, "Beat, Beat, Drums" and visualize the language using the five senses.
SW review with the teachers examples of the sense "touch" and find images corresponding to the group discussion.
After participating in the model, SW work with their partners to find images that exemplify the two senses they are assigned (assigned randomly).
Once the slides are complete, SW take turns presenting their slides to their peers.

Assessment:
Formative Assessment:
K-1: While reading the story "My Five Senses" by Alkai, SW take turns giving examples of the five senses.
4-5: After reviewing the poetry vocabulary, SW provide examples of poetry elements.
Summative Assessment:
All Grades: SW work together to generate examples of the senses on the Buncee. The Buncee will be evaluated for accuracy and students communication and cooperation with each other will be evaluated for language development using content-area vocabulary.

Title III Consortia Resources and Other Supporting Materials
Template: https://app.edu.buncee.com/buncee/c6d2db2d1abb4167ae652019791e394b

Student work:
Group 1: https://app.edu.buncee.com/buncee/475c1669375548beb3399bc71468d70d

Group 2: https://app.edu.buncee.com/buncee/ebb1447337c6456098f142d403009850

Reflection:
This lesson was a great opportunity for our students to work together in teams. The older students were able to serve as role models for the younger ones and help them complete the Buncee, and the little ones gave the older students the opportunity to practice their communication and leadership skills. This lesson was an opportunity to practice speaking, listening, reading and writing through a poetry lens. Students learned and practiced using figurative language through their five senses. The Buncee was a great way to engage students and make this learning opportunity fun. Students were proud to share what they had made to the other group and to their teachers.

2018-2019 Title III Learning Experience
Elements of Poetry

Name(s) of Teacher(s): Lisa Greenwald and Colleen Puccio (co-teacher)
District: Manhasset
School: Shelter Rock
Grade(s): 3rd

English Proficiency Level(s):
Entering and Expanding

ENL Program Model:
 Co-Teaching

Lesson Context:
 This is a full class lesson using the Integrated Co teaching model. The objective of this lesson is for students to recognize elements of poetry. They will also be introduced to cinquain poetry and will create an original poem with the theme "Spring". Prior to this lesson, students have been exposed to different types of poetry and have written acrostic poems. Since their knowledge is quite basic, this lesson goes more in depth about the specific elements of poetry. Students will be instructed through Nearpod and will create an original poem using this platform.

Student Learning Targets: I can...

Content:
identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza.

Language: choose words and phrases for effect.

Technology:
 include digital media and/or visual displays in presentations to emphasize certain facts or details.

Procedure and Student Engagement:
All students participated in the lesson using Nearpod. Each student had his/her own Chromebook which allowed them to stay on task and be engaged throughout the lesson. The instructional portion of this lesson incorporated colorful slides and videos. Students shared their knowledge as we progressed through the lesson. The lesson began with a quote from a Walt Whitman poem. Students were asked to analyze and give meaning to the quote. Prior knowledge was activated through an open ended question. We shared many answers for the entire class to view. This question asked students to share what they already knew about poetry by asking how they can recognize a poem.
We then discussed the different elements of a poem such as stanza and rhyming patterns using examples. Several different poems were used as examples. Students showed their understanding of the material by identifying the elements of a poem on Nearpod slides. Then, we discussed different types of poetry such as acrostic, haiku, limericks, and cinquain. The next few slides focused on cinquain poetry, showing examples and the elements of cinquains. The students then wrote and illustrated original cinquain poems.

Assessment:
Students will be assessed through the cinquain poems that they wrote and illustrated. They will be assessed on whether they used the information provided in the lesson to write this genre of poetry correctly. They will also complete an online Nearpod quiz on the elements of poetry.

Title III Consortia Resources and Other Supporting Materials
Chromebooks
Nearpod
iPad
Student Work
https://drive.google.com/file/d/1wKraRd7pplnxa8S74NYFLIH3L5Ta12R_/view?usp=sharing

Class Pix: https://docs.google.com/document/d/1P5Opv_330_bvHjM2WM8esXJmTAqCSw-sP4CZI3P4Eto/edit?usp=sharing

Reflection:
Since Walt Whitman is a poet, we thought that a lesson on the elements of a poem tie into the curriculum. Students have used Nearpod many times before and we have found it to be a very motivating way for them to learn. It's very engaging because every student is involved in the entire lesson and they each have a computer screen in front of them. The students are always excited when we do a Nearpod lesson. This platform is visual, auditory and tactile so it appeals to various learning styles. This class consists of ENL, special education and general education students and it allowed each student to work on his/her level. Poetry can be a difficult topic to teach to young children but Nearpod made the experience enjoyable. At the end of the lesson the students were excited to write and illustrate their own cinquain poems. The students also greatly enjoyed sharing their poems via Nearpod. The students did well on the quiz that followed regarding elements of poetry. When students are excited about learning, they are more motivated to retain and learn the material. I use Nearpod with this class twice a week and I will continue to do so since they respond so well to this platform. Since the project was due by a certain date, not all of the students had a chance to complete the entire Nearpod lesson.

2018-2019 Title III Learning Experience
A Noiseless Patient Spider Verb/Adjective Spider Poem

Name(s) of Teacher(s): Adriana Marquez
District: Manhasset
School: Munsey Park Elementary
Grade(s): 2nd

English Proficiency Level(s):
Entering

ENL Program Model:
Stand-Alone

Lesson Context:
 Featuring a Noiseless Patient Spider, one of Walt Whitman's poems, entering ENL students, will create spider poems using descriptive adjectives and verbs.

Student Learning Targets: I can...

Content:
I can demonstrate the understanding of story elements and/or topics by applying information gained from text.

Language:
I can create a response to a text, author, theme or personal experience (e.g.,poem). I can differentiate between a verb and an adjective.

Technology:
 I can create a poem using Book Creator. I can use Nearpod to learn facts & opinions about spiders.

Procedure and Student Engagement:
After reviewing one of Walt Whitman's poems, A Noiseless Patient Spider, I will invite the students to play "Spider Word Sort". Steps: Lay the two spider web mats, (something a spider can do, and a word that describes a spider) Sort the spiders onto the correct web. Ask students to write the words on the recording sheet. Have students choose three adjectives and verbs that are related to spiders for them to use in their poem. Use template to create a Spider Poem. Use Book Creator for students to draw and record theirs poems.

Assessment:
As an assessment about facts about Spiders, I used a Nearpod lesson: Fact or Opinion about Spiders. I also used a printable cut and paste activity in which students cut out the words at the bottom of the page then sort them according to verbs and adjectives. Then they glued them under the correct heading. Next, they formulated their own Spider Poems.

Title III Consortia Resources and Other Supporting Materials

Book: Poetry for Kids Walt Whitman, Edited by Karen Karbiener

Nearpod Fact/Opinion lesson about Spiders:
https://share.nearpod.com/eA9z3akAST

A Noiseless Patient Spider YouTube Animation:
https://www.youtube.com/watch?v=kIw8BwDEbIM&t=4s

Verb Adjective Cards
https://drive.google.com/open?id=1Q2RGldolV0pjW8yHLsWXifdCnJHtvKJy

Sorting Activity
https://drive.google.com/open?id=191gYiJnMjBKtdRS0u_OTq0tamM7c0CRv

Adjective/Verb Sample
https://drive.google.com/open?id=1ZxFhGuBDmk79vXnUsYoL6sx9aQ1S6CrB

Tree Map
https://drive.google.com/open?id=1bH9XizGY4dye4mMCi4lyFJyZB82wWhCX

A Noiseless Patient Spider
https://drive.google.com/open?id=1no29o-pyqnzWhKf35VlOrmYiVvSSeMMY

Sorting Chart
https://drive.google.com/open?id=1zWTdAd7OxRwyWIbJmn6Nqshm-Z7J2fnJ

Reflection:
It was a challenge finding the right Walt Whitman poem to incorporate in my lesson. Students were most receptive to A Noiseless Patient Spider, when they connected it to what they already knew about spiders. A Noiseless Patient Spider provided a quick and fun way to incorporate it into the lesson for my Entering-Stand-Alone Group. I would find enough basic poem forms to write and illustrate. For example ABCs of Poetry by Avis Harley delves on the many form poems on the topic of other animal species, therefore challenging students to extend their writing with poems of their own.

Student Work: https://drive.google.com/open?id=1MQmlaaY2tDjgBvMAR81l1FJsRuiQg2gt

Student Poetry Sample: https://drive.google.com/open?id=16TZE7Uy__3l2O0vQfCMF5CZhfk6uPcuw

2018-2019 Title III Learning Experience
Digital Imagery Creations Through the Words of Walt Whitman

Name(s) of Teacher(s): Colleen Corrigan, Mary Gaynor, and Lauren Kotler
District: Massapequa School District and North Merrick
School: Fairfield Elementary and Fayette Elementary
Grade(s): 4th, 5th

English Proficiency Level(s):
Emerging, Transitioning, Expanding, Commanding

ENL Program Model:
 Stand-Alone

Lesson Context:
 This lesson will be taught to two stand-alone ENL classes in the Massapequa School District and the North Merrick School District. The main focus of this lesson is to teach the students what imagery is and the purpose it serves in poetry. Prior to this lesson, students will have learned about onomatopoeia and alliteration. This lesson will activate their prior knowledge and serve as a good review for both of these elements of poetry. Students will be instructed through Buncee and will then demonstrate their new-found knowledge by creating digital images in Buncee to match the imagery in the poetry lines written by Walt Whitman. The image boards will be shared from one district to another and the students will have to determine which picture boards match each set of poetry lines.

Student Learning Targets: I can...

Content:
I can analyze Walt Whitman's poems to determine the meaning of words, phrases, and figurative language. (4R4 and 5R4)

Language:
I can demonstrate the understanding of figurative language in poems and collaboratively engage in conversational discussions in small groups. (4L5 and 5L5)

Technology:
 I can create a digital media presentation to depict imagery from Walt Whitman's lines of poetry.

Procedure and Student Engagement:
Students will be engaged throughout the lesson with the use of Buncee on their chromebooks. The instructional portion of the lesson is bright and colorful and contains engaging videos. Teachers will introduce Walt Whitman and students will learn about his poetry and who he was through a video. After reviewing onomatopoeia and alliteration, and learning what imagery is and how it is used, students will be asked to independently identify each element of poetry by matching the lines from Walt Whitman's poems to the appropriate technique. Finally, students will work individually, to read a few lines assigned to them from Walt Whitman's poems. The imagery in the poetry lines will paint a vibrant picture in their minds, which they will have to portray on a Buncee board that they create. The

creativity entailed with this portion of the lesson will be fun and engaging for the students. As part of the collaboration element of the lesson, students will share their images with another district and the students in that school will have to match their Buncee boards to the appropriate lines from Walt Whitman's poems. In turn, those students will complete the same task and send them back to their partner school. The collaboration, the use of Buncee and the collaborative online discussion with another district will engage and excite the students.

Assessment:
Student learning will be assessed through their imagery creation on their Buncee Board. Students will also be evaluated on their work through peer commenting on the Buncee boards.

Title III Consortia Resources and Other Supporting Materials
Student Work:
https://app.edu.buncee.com/bunceeboard/705977b622fb4cb3ad3560fc9aadd3af

Materials:
Buncee
Poetry for Kids: Walt Whitman by by Walt Whitman (Author), Karen Karbiener (Editor), Kate Evans (Illustrator)
Chromebook
Smartboard
https://www.youtube.com/watch?time_continue=4&v=Nla-JDEp4jw

https://www.youtube.com/watch?time_continue=9&v=IHGJkH6v_RU

https://www.youtube.com/watch?v=f1b5kCvVBo8

https://www.youtube.com/watch?v=A2WvUktcyP0

Reflection:
Since April is Poetry Month, the introduction of Walt Whitman tied into the curriculum and the introduction of our lesson nicely. Several students were introduced to Buncee for the first time, and they really liked the interactive components of our lesson. In the mini lesson, we introduced Walt Whitman through various YouTube videos and looked at some of the poems in his book, Poetry For Kids. We reviewed components of figurative language. The students liked the examples from Walt Whitman's poems as well as the age appropriate videos that we attached. The students turned and talked to discuss the different elements found in Walt Whitman's poems that we used in the mini-lesson. For the individual task, the students were shown procedures on how to use Buncee and picked up the editing features really quickly. The students creativity really came through in each of their Buncees. Students enjoyed sharing their works of art on the Board for their classmates to see. The students were surprised at each others interpretations of the poems and the way in which they created the scene to match the lines from Walt Whitman's Poems. Collaborating with each other was an amazing opportunity for our kids to practice their online citizen digitalship. We hope to create more projects in the future in which our students can collaborate on and share their learning.

2018-2019 Title III Learning Experience
Comparing Colonial Life to the Present Times

Name(s) of Teacher(s): Christina Mongeluzzi
District: Merrick
School: Chatterton School
Grade(s): 3rd, 4th

English Proficiency Level(s):
Transitioning, Expanding, and Commanding Levels

ENL Program Model:
 Stand-Alone

Lesson Context:
 In this lesson, students will learn about life in colonial times by reading a story and also watch two video clips. Students do not need to have prior knowledge on the topic. They will compare what life was like back then to present times by taking notes and comparing each topic: House, Fun, Cooking/Food, Clothing, Chores/Jobs, School, and Transportation.

Student Learning Targets: I can...

Content:
I can compare colonial times to present times.

Language:
I can read a leveled story about Colonial Life and highlight the facts.
I can use a KWL chart to write down what I know and what I want to know.
I can use notetaking skills to jot down facts of the colonial times by using the story and the video.
I can brainstorm ideas of what present times are like.

Technology:
 I can listen to the videos and talk about what life was like back then.
I can use Storyboard That! to type down my notes of what life was like back then and today.

Procedure and Student Engagement:
Students will fill out the KW portion of a KWL chart. Ask them what the know about colonial life. Read Colonial Times book with the students. Have them underline what they notice is different than what they may do or have today. (For example, maybe they would underline that there is no air conditioning in the summer and in the winter you have a fireplace only to keep warm).   Present the printed graphic organizer from StoryBoard That! Which is set up in two rows: Then and Now. You can choose topics for each student such as House, Fun, Cooking/Food, Clothing, Chores/Jobs, School, and Transportation. Explain to the students the topics chosen.
You can also choose how many ideas you want them to compare. For emerging and transitioning maybe you would want to compare two ideas and for expanding and commanding maybe you would expect them to compare three or four ideas.
Show the movie: Pilgrim Life with Scholastic News. https://www.youtube.com/watch?v=4Icao42RALg. Pause as you are watching and talk about what life was like. They can fill in their graphic organizer. Show the next video https://www.youtube.com/watch?v=gVxad8R4Nig and have the students fill in the graphic organizer as you are watching.

After the videos, the students should now write on the "Present" section of the graphic organizer about what life is like today for them under each topic. Share. Edit the student work and now they will complete the graphic organizer on the computer by typing in their responses and look for pictures on the StoryBoardThat! Site.
Using the information from the book and the video to complete the Storyboard that graphic organizer. Share when finished.

Assessment:
Students will highlight the important information on the leveled reader. Students will complete the graphic organizer on Storyboard That! app.

Title III Consortia Resources and Other Supporting Materials

1. KWL Chart
 https://drive.google.com/open?id=1ofcMKP2tRsPTEGVsKQCJ2bo_Th5VIj1Q

2. Reading A-Z Colonial Times book (Level L),
https://www.youtube.com/watch?v=gVxad8R4Nig

3. https://www.youtube.com/watch?v=4Icao42RALg

4. Storyboard That graphic organizer-printed and on computer
5. Colonial Life leveled reader:
https://drive.google.com/open?id=1q3v6iCohSLRlzZYWuMuqq3COFsZRLmUt

Student Work:
https://drive.google.com/open?id=1b7TcMZOsYDprh01Ut32hD4_hXQls1ThR

https://www.storyboardthat.com/portal/storyboards/cmongeluzzi/classroom-public/grant

Reflection:
The students really found it helpful to watch the videos of colonial life. They enjoyed seeing and hearing from the children first-hand as to what life was like. The materials were appropriate for all English language learning levels. Students can choose what topics they want to write about. Emerging and Transitioning students can use bullet points where the expanding and commanding students can write sentences.

Name(s) of Teacher(s): Kristin O'Leary
District: Merrick
School: Birch/Lakeside
Grade(s): 4th

English Proficiency Level(s):
Transitioning

ENL Program Model:
 Integrated ENL Class, Co-Teaching

Lesson Context:
 This is a full class lesson that will break into individual learning. Prior to this lesson, students have studied Colonial Life and have had assessments on the 13 colonies. They have also looked at photographs and texts to get a firm understanding of what life was like during this time.The objective of this lesson is for students to be able to navigate through multiple sources (including photographs) in order to find relevant and accurate information regarding a specific colonial trade. Students will then create a Buncee to present their information. Students will orally present their information to the class as well on Colonial Day, where the will be dressed as their respective trade.

Student Learning Targets: I can...

Content:
I can read and analyze a variety of passages and photographs in order to learn about a specific colonial trade.

Language:
I can paraphrase my research to present information.

Technology:
 I can use Buncee to create a digital poster that displays information from my research.

Procedure and Student Engagement:
Students will choose a colonial trade. Next, students will research that colonial trade using a variety of resources and photographs. They will become an expert on that particular job. (Students were given several different sources to allow searching to be more streamlined.) Then, students will create a digital poster. They will include the tools and supplies that their trades person would use to do his/her job. They can also include the following information: wages, job responsibilities, what a typical day might be like for that trade, etc. After that, students will prepare a short talk, only about one-minute-long, paraphrasing and explaining the trade and information included in their digital poster. (Co-Teach and ENL students are provided with a graphic organizer, and/or sentence stems to organize their writing.) Lastly, students will present their digital poster and short talk in front of the class.

Assessment:

Students' digital posters and short speech will be used as a summative assessment and graphic organizers will be used as a formative assessment.

Title III Consortia Resources and Other Supporting Materials
iPad, Buncee, Epic! Books   Student Work:
https://app.edu.buncee.com/buncee/b751c5699f5c429db8c8c1db52a4367e

https://app.edu.buncee.com/buncee/f8666c90a4104abd98394fd6d194ba3e

Reflection:
Students enjoyed getting to present their research in a fun, streamlined way. My original plan was to use the program Canva, but I found it very difficult to navigate and when my students attempted to use it they found it difficult as well. I decided to switch to Buncee because I think it is more user-friendly than Canva. It also allows students to use their creativity because of all the different components and animation Buncee has to offer. When it comes to the lesson I think I want to add a more formal writing component. In general, my students struggle the most with writing and stretching their information/thoughts. The more opportunities for them to develop their writing the better.

2018-2019 Title III Learning Experience
Walt Whitman Picture Writing

Name(s) of Teacher(s): Samantha Sand, Diane Vaccaro, Jennifer Fredrickson, and Nicole Martelli
District: North Bellmore School District
School: John G. Dinkelmeyer, Sawmill Road School, Newbridge Road School, Park Avenue,
Grade(s): 2nd, 3rd

English Proficiency Level(s):
Emerging and Transitioning

ENL Program Model:
 Stand-Alone

Lesson Context:
 In this lesson, the students will be writing about pictures from Walt Whitman's home. The students are learning the importance of paying attention to information from pictures while reading. Each student will choose a picture and write about it based on the guiding questions. The questions are as follows:
What do you see in this picture?
How does this picture make you feel and why?
Is this a place you would want to visit? Why or why not?
What do you think happened in this space?
The students' tasks will be differentiated based on their proficiency levels, (see attached). Each student will write their answers using the app "Write About This" on the iPads. The students will be given an opportunity to write their answers, read and record them aloud to share and listen to their voice recordings. The children will offer feedback to one another. They will also have to agree or disagree with their opinion on visiting the place in the picture. As a cumulating activity, the students will share their pictures with other students in the district (from different schools). The students will be able to see the different perspectives of other students who viewed the same pictures. In addition, the students will then provide positive feedback to one another using pre-made sentence frames.
I liked…
I really enjoyed reading…
I can make a connection to your drawing because…

Student Learning Targets: I can...

Content:
I can use descriptive language to describe parts of Walt Whitman's house

Language:
I can write and use sentence frames to explain if they wanted to go visit that place in the house and why.

Technology:

I can use "write about this" to record my opinion and explanation for why I would or wouldn't want to visit that part of the house.

Procedure and Student Engagement:
The students will be engaged throughout many parts of the lesson. In the beginning, the students will brainstorm a list of rooms in their houses and what is in each room. The students will turn and talk about different parts of their house and their favorite room. Once the students have shared, tell them that in older years, the houses looked different than they do today. Some of the things we use now did not exist back in the day. Introduce the pictures to the students of different rooms in Walt Whitman's house. The students have previously learned that Walt Whitman was a famous poet. A brief biography has already been shared with the students. Once the pictures are displayed, have students go around and gallery walk. The students will put a question mark Post-it on rooms that they are curious about in his house. The students will then come back together and as a group we will ask questions about some of the pictures and what parts of the picture sparked our curiosity. The students will then be asked the guided questions (see attached worksheets). Teacher will model using one of the pictures for the students using the higher level activity questions. The students will then be broken up into groups to draft their writing. Once their writing is finished, the students will write about their picture using the app Write About This. At this time, the students will be writing their ideas and recording their voices reading their work out loud.

Assessment:
Writing Rubric/Conference Notes
 https://drive.google.com/open?id=141tPnSUfluHCiy9IPWItKNRAFc0Km1c6

Title III Consortia Resources and Other Supporting Materials
https://drive.google.com/open?id=1hE7GTFyyhtrYRlI1q8oK2SxN5vqfLdQU

Reflection:
After completing the lesson, we noticed that the students loved using the iPads to write and record their voices. The students were able to recognize their mistakes while speaking and self-monitor their own language skills. They also loved being able to see the work from other students in different schools and their perspectives on the same pictures. The children were extremely excited to explore the different objects in the room that they had never seen before. This lesson truly helped the students to understand different time periods and how technology has evolved throughout the years.

2018-2019 Title III Learning Experience
Using digital media to write an opinion piece about Martin Luther King, Jr.

Name(s) of Teacher(s): Cathy Marketos
District: North Merrick UFSD
School: Camp Avenue
Grade(s): 2nd

English Proficiency Level(s):
Transitioning, Expanding, Commanding

ENL Program Model:
 Co-Teaching

Lesson Context:
 The students have been learning about strong, outspoken leaders in American history. The Walt Whitman quote was the springboard in connecting common characteristics that leaders display. " I tilt my hat any way I choose." The unit was complete when students used the writing process to produce an opinion piece about Martin Luther King, Jr.

Student Learning Targets: I can...

Content:
I can write an opinion piece in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding state

Language:
I can learn and use language associated with writing an opinion piece.
I can write an argument with claims, connected with: because, so, since

Technology:
 I can Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.

Procedure and Student Engagement:
Students participated in a Student-Paced mode Nearpod lesson about Spiders to reinforce Fact vs. Opinion. Then students completed "State Your Opinion" worksheet. They were introduced to the sentence starters (I feel, I think, I believe, In my opinion) and used them to complete opinion sentences. (See link below for supporting materials.) Students then completed the organizer, Pizza for Lunch, that outlined the parts of an opinion paragraph. Sentence starters used: I agree that… or I disagree that. They wrote their opinion whether frozen pizza should be a lunch option.
Students selected a MLK topic/opinion from the five choices provided.

Students wrote a claim based on the opinion. After, students wrote an argument with claims, connected by: because, so, since.

Teacher reinforced sentence starters/transitions and students had to use these phrases to introduce the topic chosen. Students used previous passages/material to identify and then write two supporting reasons for their opinion. This was followed by providing evidence to support their reasons. The class watched a video to introduce, How to Write a Conclusion Statement with examples of closing words and phrases. https://www.youtube.com/watch?v=3Xo9C8BxgWE

Teacher met with students to go over their Revision Checklist and goals were set to finalize their writing. Upon teacher approval students were given an Editing and Handwriting Checklist for their writing.

Students searched the internet for an image of backgrounds relating to Martin Luther King's life (a speech, a march, etc.). The background images were uploaded into the Do-Ink app using the iPad. Then the Green Screen photos of all students were taken and uploaded into the background. Their finished images were added to their written opinion pieces created in
Google Docs. Finally, using Flip Grid, students recorded their thoughts and comments for one peer's opinion writing about MLK Jr. as the collaborative portion of the project.

Assessment:
Revision Checklist and Editing and Handwriting Checklist

Title III Consortia Resources and Other Supporting Materials
iPad, Chrome Books, Google Docs, Green Screen, Do-Ink App, Nearpod interactive lesson
https://share.nearpod.com/klkAcQkQhU , Flip Grid for collaboration https://flipgrid.com/ab325226

State Your Opinion worksheet:
 https://drive.google.com/open?id=1i-_hfw7SC5XAjPWTRo9l1E5knKn05mFQIJtCn0EaFxE

Revision and Editing Checklists:
https://drive.google.com/a/longislandrbern.org/file/d/1cnzoslLEoCQ15OAfTUZK_Kzpziat7rzl/view?usp=drivesdk

https://drive.google.com/a/longislandrbern.org/file/d/1vl3tKruCr0vYoywSCG0MfLsGiVs4rvWI/view?usp=drivesdk

Youtube video https://www.youtube.com/watch?v=3Xo9C8BxgWE

Student Work:
https://docs.google.com/document/d/1H8wJq2AaJ6-daZ2wuHSwWRVud-sGKy9JMrR5SEe4sMg/edit?usp=sharing

https://drive.google.com/a/longislandrbern.org/file/d/1IvOSf-7uX6HqwnzE23hH1eBaDQl4eklI/view?usp=drivesdk

Reflection:

Students enjoyed the interactive lessons which required collaboration with peers and provided visuals that assisted in reinforcing concepts, ideas, and information. The Chrome Books were recently introduced in the classroom. They met the challenge of using the Chrome Books to complete tasks and share work and feedback. Students needed to verbally rehearse and apply vocabulary to many situations in order to internalize and be able to use the terms correctly. Writing is always a struggle and had to be broken down many times. Taking out information from reading material and using it appropriately required guidance.

Using the Green Screen (do - ink app) with iPad took time. Constantly putting up and taking down the green background daily and finding open space to do so, took management. The product was very exciting for the kids to see.

2018-2019 Title III Learning Experience
Bridging Literacy and Social Studies

Name(s) of Teacher(s): Victoria Bader
District: North Shore Schools
School: Sea Cliff Elementary School
Grade(s): 5th

English Proficiency Level(s):
Commanding

ENL Program Model:
 Integrated ENL Class, Co-Teaching

Lesson Context:
 Day 1: Conducted steps to visual research using the picture of Manifest Destiny. Students shared with each other their noticings and wonderings based on the painting. Students targeted different areas of the painting to grow their individual interests in their research of Manifest Destiny.
Day 2: Introduced Walt Whitman and other important biographies of people who played a major role in Westward Expansion. We began to analyze the connection between written language and the vision of American Progress.
Day 3: Students focused on two of Walt Whitman's poems, " To the East and To the West" and "A Promise to California." Analyzed vocabulary through practicing annotating, additionally looking at how Walt Whitman predicted and encouraged Westward Progress. Students were introduced to Flipgrid where they recorded a response to How do the two poems by Whitman show the American ideals that were discussed?
Day 4: Students were able to pick a Westward Expansion event and conduct research. They created a Storyboard to fit their topic and to use as a collection of their notes. In addition, the storyboard became a text feature.
Day 5: Students read a readers theaters script of, "I hear America Singing" by Walt Whitman. They were asked to write about what do you sing about? Why are you singing? Describe your American Dream. Students used an essay format with boxes and bullets. Students then recorded their responses on Flipgrid.
Day 6: Students responses were shared with students from a neighboring elementary school and they commented on each others responses through a Flipgrid recording.

Student Learning Targets: I can...

Content:
Read and determine a theme from the details in the text and summarize the text.

Language:
Write and speak to give information, explain a topic, convey ideas and information.

Technology:
Use technology to present my writing and speech.

Procedure and Student Engagement:
A lot of vocabulary was front loaded for students so they could understand the words in isolation and then apply them in context. The students used their chromebooks to search for images to support the vocabulary in order to obtain a clearer understanding of the new words.Students were encouraged to write a script and rehearse their flipgrid presentations before recording in order to develop fluency and be comfortable when speaking on camera. In addition, having the students read the "I hear America Singing" in a readers theater format helped them develop comprehension and fluency.

Assessment:
The main goal of this unit was self reflection and peer feedback. A lot of the editing came from individual student graphic organizers for planning, editing checklists, rubrics and learning how to leave each other comments on the chromebook. Their finals products demonstrated their success or areas of weakness. It informed us of what their reading and writing goals should be for the upcoming unit.

Title III Consortia Resources and Other Supporting Materials
https://www.storyboardthat.com/portal/storyboards/drodriguez35665/classroom-public/the--transcontinental--railrood

https://www.storyboardthat.com/portal/storyboards/astylianou/classroom-public/unknown-story

https://read.bookcreator.com/GsebvOve3vQLf6TGA6aKCFQTSkT2/y2c27h0FRPWGeNyK8BONXw

https://flipgrid.com/s/e950c65e80c1

https://flipgrid.com/s/37165a29285c

Reflection:
I have learned how to integrate technology seamlessly into a unit and about how it can enhance student learning. Thinking about the skills we want to focus on such as: oral presentation skills, preparing for a presentation, outlining an essay, conducting research and providing reflections/feedback. The technology also provided an outlet for students to express themselves in a way that promotes different interests or strengths. In addition, the collaboration between elementary schools is highly motivating for the students. These fifth graders have the opportunity to work with other fifth graders that they will be attending middle school with next year.

2018-2019 Title III Learning Experience
I Hear America Singing

Name(s) of Teacher(s): Colleen Hasselmann and Nathalie Silva
District: North Shore Schools
School: Glen Head Elementary and Glenwood Landing Elementary
Grade(s): 2nd

English Proficiency Level(s):
Transitioning, Expanding and Commanding

ENL Program Model:
Integrated ENL Class, Co-Teaching

Lesson Context:
The 2nd grade classes across the district are currently working within our Poetry Units. Students are studying and analyzing poems in Reading Workshop, as well as studying and learning from poems through the lens of writing.   Additionally, in social studies, students are learning about Community Helpers and Long Ago vs. Now. All of these units allowed up to critically study the works of Walt Whitman and produce our own pieces inspired by him all while infusing various elements of technology.

Student Learning Targets: I can...

Content:
I can analyze Walt Whitman's poem to determine the meaning of words, phrases, and figurative language.
Language:
I can demonstrate the understanding of figurative language in poems and collaboratively engage in conversational discussions in small groups.
I can recount an experience with appropriate facts relevant descriptive details, speaking clearly at an understandable pace.
Technology:
 I can include digital media (Buncee, FlipGrid, StoryboardThat) in presentations to emphasize certain facts and details.
I can also include digital media to communicate with peers and to clarify or support ideas, thoughts and feelings.

Procedure and Student Engagement:
1. Students were introduced to various vocabulary words through a series of pictures on Powerpoint.
2. Students were asked to analyze two lines of the poem, "I Hear America Singing" by Walt Whitman in small groups of 3-4 students.
3. In their small groups, students then created posters to depict their understanding of their part of the poem.
4. Students participated in a "museum walk" as a means of sharing their group work.
5. Students listened to the poem "I Hear America Singing" by Walt Whitman in its entirety. As a whole class students compared and contrasted community helpers long ago vs. now.

6. Students were then asked to create their own poems based on "I Hear America Singing".

7. Students used a variety of technologies (Buncee, Word, and Storyboard That) to publish their piece of poetry.

8. Students were then asked to write an introduction for the poems. They included information about themselves and some information about their poem(s).

9. Students worked with partners to help rehearse their introductions and edited them as necessary.

10. Students then recorded their introductions using Flipgrid as well as attached their "I Hear America Singing" themed poem(s).

11. Students then shared their poems with another class in another school.

12. Students reviewed another student's poem and offered a "glow and grow" as a means of peer editing.

Assessment:
Student learning will be assessed through their poetry creations on Buncee and StoryboardThat. Students will also be evaluated on their work through their introductions, reciting of their poems and peer commenting on FlipGrid.

Their work on StoryBoardThat, Buncee and Flipgrid will be evaluated for accuracy and students' communication and cooperation with each other will be evaluated for language development using content-area vocabulary.

Title III Consortia Resources and Other Supporting Materials
https://www.storyboardthat.com/portal/storyboards/andrewhernandez/classroom-public/unknown-story2
https://www.storyboardthat.com/portal/storyboards/charlenep/classroom-public/pet-store
https://www.storyboardthat.com/portal/storyboards/eliasvarela/classroom-public/science-lab
https://www.storyboardthat.com/portal/storyboards/gabriellavelasquez/classroom-public/library
https://app.edu.buncee.com/buncee/32c972c4d05a44c9b9180be2709d624f
https://app.edu.buncee.com/buncee/a9737daa76ee44188a24c48e1ecabf8f
https://app.edu.buncee.com/buncee/88df5866c7114b4990fa512cd27d71b6

Reflection:
This was a great learning experience for students. As teachers, we were able to combine many content areas together and make the learning for students accessible, meaningful and fun! Students loved looking at the slideshow of vocabulary. Some of the pictures lent itself nicely to small group and whole group conversation. Additionally, students enjoyed sharing their analysis of their stanzas in a group poster. This learning experience really engaged students in so many ways and the excitement carried over to the poem writing and publishing. Many students had never used Bounce before so they were intrigued to learn more and use the technology beyond the classroom! Lastly, the sharing of their work through the use of Flipgrid really hit home with students because so many of them are using Youtube as a means of learning and sharing information and this allowed them to safely share their work proudly with their peers. This is definitely a learning experience that we plan to do again next year with our students.

2018-2019 Title III Learning Experience
"I Hear Glenwood Landing Singing" Poem

Name(s) of Teacher(s): Gila Liechtung
District: North Shore School District
School: Glenwood Landing Elementary School
Grade(s): 5th

English Proficiency Level(s):
Expanding

ENL Program Model:
Stand-Alone, Integrated ENL Class, Special Education/ Self Contained Classroom Setting

Lesson Context:
 In this lesson, we analyzed Walt Whitman's poem, "I Hear America Singing" through the lenses of the five senses. We focused on the sense of hearing as we present the various voices within the Glenwood Landing Elementary School. Utilizing the Book Creator App, we will publish a poem about the voices of Glenwood Landing Elementary School.

Student Learning Targets: I can...

Content:
I can read and analyze Walt Whitman's poem, "I Hear America Singing."

Language:
I can write a poem focused around the voices I hear in Glenwood Landing Elementary School.

Technology:
 I can publish my poem using Book Creator App where I type my poem, import pictures, and record audio.

Procedure and Student Engagement:
This project began with a short overview about the history of Walt Whitman's life. We read one of Whitman's famous poems, "I Hear America Singing", and discussed the various people depicted within the poem. Following that, we focused on understanding the five senses to help utilize descriptive language in our own poems. We walked around the Glenwood Landing Elementary School and charted all the voices or sounds we heard throughout the building on a graphic organizer. We discussed the people we heard in the building and their jobs in the school in order to complete a frame for our poem. After our poem was completed, we used the Book Creator App to type our poem, insert pictures, and record audio of the student reading the poem. Finally, we shared the poem with the entire class and received feedback.

Assessment:

As a means for assessment, the student completed video and peer feedback was utilized. Upon completion, the teacher analyzed the student's success with the process of the project as a whole and the completed Book Creator poem.

Title III Consortia Resources and Other Supporting Materials
Graphic Organizers: https://drive.google.com/open?id=1uOIjySJ7iTz5P32ffb5zZcnmyLZp4s_c
https://drive.google.com/open?id=19qKYn5H0a_BcnlYsitmldDV_rMvhd8eS
Student Work: https://drive.google.com/open?id=1BoZiPTtqdf9hdoNMFwH2GfpxAJTuGieX

Reflection:
The technology used was Book Creator. The student enjoyed typing, adding pictures, and recording audio with this app. He presented it to his class and was proud of his competed project.

My American Dream

Name(s) of Teacher(s): Marie Zilinski
District: North Shore
School: Glen Head
Grade(s): 5th

English Proficiency Level(s):
Expanding

ENL Program Model:
 Stand-Alone, Integrated ENL Class

Lesson Context:
 Day 1: Introduction to Walt Whitman
1. Explain who Walt Whitman was
2. Students use their chrome books to visit commonlit.org.
3. Read aloud "I Hear America Singing"
4. Class discussion about vocabulary. Analyze poem aloud and also answer comprehension questions using chrome books..
5. Discuss what Walt Whitman is saying in this poem?
Day 2: Poetic Elements
1. Reread poem and identify poetic elements in "I Hear America Singing"
2. Find examples of figurative language, personification, repetition, and imagery
Homework: Interview a parent/family member about why they decided to move to America.
Day 3:
1. Share homework
2. "I Hear America Singing" Readers Theater
3. Talk about what an "American Dream" is and share our ideas of an "American Dream."
4. Write about our "American Dreams."
Day 4:
1. Using the Flipgrid technology kids will video themselves reciting their "American Dreams."
Day 5:
1. Share flipgrids with ENL students at Sea Cliff Elementary school. Glen Head and Sea Cliff kids will share and comment on each other's flipgrids.

Student Learning Targets: I can...

Content:
Read and determine a theme from the details in the text and summarize the text

Language:
Write and speak to give information, explain a topic, and convey ideas and information

Technology:

Use Flipgrid to present my writing and speech

Procedure and Student Engagement:
Vocabulary is explained during the presentation of the poem "I Hear America Singing"
Students use their chrome books to create images for lines in the poem "I Hear America Singing"
Students use Flipgrid to share their American Dream. They have previously interviewed family members as to why they decided to immigrate to America.

Assessment:
Students have answered comprehension questions using commonlit.org after reading "I Hear America Singing"
Students have found images to match vocabulary in the poem "I Hear America Singing"
Students will write and share speeches using flipgrid
Students will peer edit writing

Title III Consortia Resources and Other Supporting Materials

https://app.edu.buncee.com/buncee/29f0dda9bae442d7baf64efbe079c5ac

https://app.edu.buncee.com/buncee/b220ae392c664b28bd8723cda25a3ae8

https://flipgrid.com/s/837c93275877

https://flipgrid.com/s/271abfa002ec

Reflection:
I have learned to use flip grid to enhance my students oral presentation skills. In addition, the collaboration between elementary schools is highly motivating for the kids. These 5th graders have the opportunity to work with other 5th graders that they will be attending middle school with next year.

2018-2019 Title III Learning Experience
All About Trees

Name(s) of Teacher(s): Kim Kaufman
District: Oyster Bay-East Norwich
School: Theodore Roosevelt Elementary School
Grade(s): 1st

English Proficiency Level(s):
Emerging- Expanding

ENL Program Model:
 Integrated ENL Class

Lesson Context:
All About Trees - Students were learning about how to write an All About Book. To learn the format of an All About Book and model how a student can take what they already know about a topic and write about it, we used a Nearpod presentation that focused on the All About format and had content knowledge on the topic and Walt Whitman.

Student Learning Targets: I can...

Content:
learn the key details of a topic and answer questions about it.

Language:
learn content-based vocabulary (e.g., tree parts).

Technology:
 use my iPad to navigate a Nearpod lesson.

Procedure and Student Engagement:
Students were introduced to the idea of them being 'All About' experts about topics they know a lot about. Students were told that an 'All About' writer teaches their reader about their topic. To practice this skill prior to picking their all about topic, they were going to view a Nearpod lesson that focuses on being an all about expert of trees. Students logged into the All About Trees Nearpod lesson. During the lesson students learned about how All About writers list important facts about their topic, draw diagrams, and add fun facts (e.g., Walt Whitman poem). Students collaborated on how to properly draw their responses in the drawing prompts within the Nearpod lesson. Once the lesson was completed, students were able to say they were "all about trees" experts and were now able to pick their own "all about" topic.

Assessment:
Assessments based on Nearpod lesson. Please see attached link. Please note, that since this lesson was done in two sessions, student assessments were recorded twice, which is why their name appears twice. This glitch in recording student progress is my only complaint with this lesson.

https://np1.nearpod.com/reports.php?loadPresentationId=40632523&appFrom=APP_HTML

Title III Consortia Resources and Other Supporting Materials
iPads, Nearpod, and smartboard.

https://nearpod.com/s/science/1st-grade/all-about-trees-L31498847

Reflection:
Students really enjoyed working in the Nearpod app and learning all about trees. This was great lesson for students to get background knowledge on how to write All About books and to understand that we are all experts in some topic. Students were highly engaged throughout the lesson and were able to demonstrate their understanding of the topic in a variety of ways (e.g., multiple choice questions, drawing their answers, and completing a cloze passage). As a teacher, I love how Nearpod allows you to edit the lesson so that you can add your own personal touch to the lesson and remove material that might not be needed. For example, I added in a fun facts slide about Walt Whitman's love of trees and had students draw which type of tree he was describing in his poem. My only issue with the lesson was how the Nearpod app records student assessments. Since I had to complete this lesson over two sessions, students assessment data was recorded twice, which makes seeing a whole picture of student understanding a little more difficult.

2018-2019 Title III Learning Experience
Creating How-To Books with Buncee

Name(s) of Teacher(s): Penny Koinis/Donna Pierro
District: Oyster Bay East Norwich CSD
School: Theodore Roosevelt Elementary School
Grade(s): 1st

English Proficiency Level(s):
Emerging-Expanding

ENL Program Model:
 Co-Teaching

Lesson Context:
 Our school district follows Teachers College Writing Workshop, and this lesson plan used the How-To Writing Unit to digitize the students' published pieces.

Student Learning Targets: I can...

Content:
I can choose a topic I know a lot about and write some facts that I know.

Language:
I can use transition words in my "How To."

Technology:
I can create and publish my book using Buncee.

Procedure and Student Engagement:
Over the course of the Writing Unit, students were learning how to put together and write "How To" Books. Students learned that to teach a topic, they had to know a lot about it. Students learned the nuances of a teaching book, such as having an Introduction, a Things You Need page, teaching pages with transition words, and a Conclusion. Teacher created a sample Buncee entitled, "How To Write a Poem Like Walt Whitman."   Students then chose their best work and created a Buncee after the writing piece was published. Teacher compiled all the completed Buncees on a board. As a collaborative activity, the students presented their Buncees on the SMARTboard and fielded questions and comments.

Assessment:
Students were instructed to use the teacher model as a guide, include all necessary pages, and add pictures and words on each page. A student checklist was added to the Buncee board.

Title III Consortia Resources and Other Supporting Materials

Buncee App
Ipads
Student Work:
https://app.edu.buncee.com/bunceeboard/fc31bb488d7f4265a3651d33eb3c56ee

Reflection:

Reflection: Students always love this writing unit because they get to be the teacher. They are generally excited about using technology, and adding the extra step of creating individual Buncees is an engaging way to culminate the unit.

2018-2019 Title III Learning Experience
Biographies: Embodying the Past

Name(s) of Teacher(s): Samantha Levy-Wehr & Teriann Chiappardi
District: Oyster Bay- East Norwich
School: James H. Vernon School
Grade(s): 3rd

English Proficiency Level(s):
Transitioning, Expanding, and Commanding

ENL Program Model:
Stand-Alone, Co-Teaching

Lesson Context:
The 3rd grade reading curriculum contains a unit about biographies. Twelve ENL students are pulled-out from 3 different classrooms to work with two ENL teachers who are also certified classroom teachers. The whole 3rd grade is studying the literature unit of biographies. The ENL students receive extra support with this unit in ENL class.

Student Learning Targets: I can...

Content:
I can research my subject and determine which facts are most important.
I can determine which detail fits best with each subtopic.

Language:
I can use "biography vocabulary" to help me research about my subject (i.e., Childhood, Values, Struggles, Achievements...etc.)

Technology:
I can use Epic Books on an iPad or Chromebook to research a biography subject.
I can choose books about my subject to favorite from the collection.

Procedure and Student Engagement:
Students used iPads and Chromebooks to research their biography subjects on Epic Books. The teachers created a "Biography Collection" within Epic for the students to explore in order to choose their subject. Once the students chose their subjects, they 'favorited' the books about their subjects to be able to refer back to for their research.
Over the course of the unit, students used a hard copy version of a research booklet template to record the information they determined to be the most important. Each page of the booklet contained a different subtopic under which the students recorded the appropriate facts from their digital books. Students use a variety of books from Epic, including books in the "Read to me" format and Spanish language books. Some students retrieved information from "Kids Infobits" and uploaded it into Google Drive.
Once their research booklet was complete, students used the information to create a hanger mobile that contained index cards with their research information and pictures that represent their biography

subject. For the celebration, students dressed up as their subject for the Biography Wax Museum and shared what they learned.

Assessment:
Students had to successfully complete their research booklets before they were allowed to start creating their mobile hanger project. In order to be considered successfully completed, the students' booklets had to have multiple important details that correctly correspond with each of the six required subtopics.

The teachers worked in small groups with the students by conferring with them throughout the process to ensure they understood each step and had cohesion between subtopics and facts they researched.

Title III Consortia Resources and Other Supporting Materials
Google Slideshow:

https://docs.google.com/presentation/d/1NapUY_VZhNTifM37eeEyOXATmcfY3zWtGrIwlqK6w_0/edit?usp=sharing

www.getepic.com

Kids InfoBits https://www.gale.com/c/kids-infobits

Google Drive
Google Slides
Grant Provided Wireless Printer
Student Work: Student work can be viewed as pictures in the Google Slide Show which includes research booklet, mobile, and Wax Museum.

Reflection:
During this lesson we focused on creating a hybrid (digital/pencil and paper) environment. They did their research digitally and recorded it with pencil and paper. This allowed the students to see the purpose in using the technology to complete their paper booklet. In the past the students have had a hard time transitioning from technology to paper or vice versa. By setting it up in a way where they needed one resource to complete the other, the students were able to transition between them more easily. The students treated the technology as a tool to help them be successful researchers. We made sure to model and create success criteria for both the technology aspects as well as the pencil and paper work, so the students were able to keep track of their own process.

2018-2019 Title III Learning Experience
Labeling Walt Whitman's House

Name(s) of Teacher(s): Stefanina Guttilla and Anthony Romano
District: Plainedge
School: Schwarting/Eastplain
Grade(s): 3rd, 4th

English Proficiency Level(s):
Entering

ENL Program Model:
Stand-Alone

Lesson Context:
This lesson was designed to teach entering students about parts of the home and items that they may encounter inside of the home. The model used for this lesson was Walt Whitman's home.

Student Learning Targets: I can...

Content:
Use concrete words and phrases and sensory details to convey experiences and events precisely.

Language:
Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.

Technology:
Use book creator to label pictures and record my voice.

Procedure and Student Engagement:
The lesson began with an entering 4th grade student looking through the pictures of Walt Whitman's home and identifying characteristics and items that may be similar to his own home. The student then gained knowledge of vocabulary from around the home. The student then labeled these parts of the home. The lesson continued with 3rd and 4th grade students practicing the vocabulary and using spontaneous language to create sentences.

Assessment:
Students were formatively assessed throughout the lesson. Students had to identify words and pictures and utilize spoken vocabulary correctly.

Title III Consortia Resources and Other Supporting Materials
iPads, photos from Walt Whitman's home, Book Creator app
This file needs to be opened in either Book Creator or iBooks.
Student Work: https://drive.google.com/open?id=1IVpxhvGqkUwepDWVPQ51DzEiRkkh2aQy

Reflection:

This lesson was effective as it enabled students to learn and practice new vocabulary. Students analyzed new concepts such as same and different as well as old and new.

2018-2019 Title III Learning Experience
Paraphrasing Walt Whitman

Name(s) of Teacher(s): Dolores Decabo and Virginia Stamatakis
District: Rockville Centre School District
School: Riverside and William S. Covert Elementary Schools
Grade(s): 4th, 5th

English Proficiency Level(s):
Expanding and Transitioning

ENL Program Model:
 Stand-Alone

Lesson Context:
 Students are asked to paraphrase all the time. At the University of Kansas researchers found that students improved reading comprehension after learning paraphrasing skills
https://www.eslwriting.org/learn-paraphrase-writing/

Student Learning Targets: I can...

Content:
paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
I can consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.
I can determine the mea

Language:
rephrase a quote by Walt Whitman and tell it in my own words. I know what plagiarism is, I know that I have to give credit when using other people's work and I know what paraphrasing is.

Technology:
 use the Chatterpix app to create a multimedia presentation.

Procedure and Student Engagement:
Three 4th graders and one 5th grader learned what plagiarism is and how when we use ideas from other people we have to give them credit in our writing. They then discussed what it means to put quotes into their own words and how we should still give credit but that this makes ideas easier to understand. They then studied Walt Whitman and read some of his work. They then chose a few quotes relevant to learning English as a second language. They then decorated a door with the quotes and talked about them some more. Students were then asked to paraphrase the quotes and read them into a microphone on ChatterPixKids.
The saved video was sent to all ENL parents via email and Google Voice.

Assessment:
After students reviewed their performance in the video they were then asked to paraphrase 2 quotes by Langston Hughes on paper. They will decorate the next door with quotes by him and use the same app to share their paraphrases.

Title III Consortia Resources and Other Supporting Materials
Quotes by American Writer and Poet, Walt Whitman
ChatterPixKids App
Walt Whitman Door:
https://drive.google.com/open?id=129KWVtIEBfimvhW3au9YJTdeTxCRvuqf

Book: Walt Whitman, Poetry for Young People
Students Work:
https://drive.google.com/file/d/1IyGFA57Yj5pSxK89d8bk1NBSB-_MGDQE/view?usp=drivesdk

George: Walt Whitman is a famous American Writer and Poet. He was born in 1819 and died in 1892. He loved America.
Kaelyn: My friends and I paraphrased Walt Whitman. We looked at his words and then used our own words to share his ideas.
Elvis: "Viewed Freely, The English Language is the accretion and growth of every dialect, race and range of time, and is both the free and compacted composition of all." English belongs to all cultures and all other languages. It is a language of all the people.
Jhade: "The United States themselves are essentially the greatest poem" The United States is beautiful and works as a team as words do in a poem.
Kaelyn: "The proof of a poet is that his country absorbs him as affectionately as he has absorbed it." A poet is loved by his country and is liked by his people. That is why he can write beautiful words about them.

Reflection:
The students liked the hands on portion of the activity (making the door) the most and didn't realize that as they were working they were also thinking about Walt Whitman and what his words meant to them. It was easy for them to paraphrase the quotes after we had spent time discussing him. Putting it into ChatterPix and sending it to their parents was a nice way to bring the discussion to the home.

2018-2019 Title III Learning Experience
Pleasant Pictures with Precious Poetry

Name(s) of Teacher(s): Jennifer Warner
District: Sag Harbor
School: Sag Harbor Elementary School
Grade(s): 4th

English Proficiency Level(s):
Entering, Transitioning, and Expanding

ENL Program Model:
 Co-Teaching

Lesson Context:
 The students have been taught poetic devices and explored many different kinds of poetry throughout this unit. They have searched through poems looking for the poetic devices and figurative language. After writing many different kinds of poems using a specific format (acrostic, haiku, cinquain, diamonte, etc), they are now ready to write their own poem using inspiration from a picture that they took on a walk around the village. The students work with a photographer in residence during art class and take short field trips. They take photographs during their trip and come back to pick one that they are inspired by. Students generate word banks for their pictures. ELLs are encouraged to label their pictures. Those entering students will use picture dictionaries, diagrams, and teacher guidance for vocabulary needed to complete this task.

Student Learning Targets: I can...

Content:
Write a poem incorporating poetic devices and/or figurative language

Language:
Choose words to convey feeling, senses, etc in poem

Technology:
 -Use google docs to write a poem and add photograph
-Apply a QR code to the poem with the students reading their own poem

Procedure and Student Engagement:
Children will go on walk around the village and take photographs of things that they find inspiring. Once they get back they will choose one of their photos and write a poem about it. There is no specific format for the poem, so the students may choose any kind of poetry writing that they wish. We will encourage them to use at least one poetic device in their poem.
-Teacher will share the poems, 'I saw in Lousiana a live-oak growing' and stanza 3 of 'When Lilacs Last in the Door-yard Bloom'd' by Walt Whitman. Include pictures of both an oak tree and lilacs for the children to see. Discuss Whitman's inspiration the words he used in his poem as well as how he used them. Search for poetic devices

-Once the children select their photograph, they will print it out to observe. Some students will brainstorm ideas by writing words, sentences, thoughts, etc. Those students who are entering will use a picture dictionary, or either a partner or teacher, to come up with words. They can write on their photograph and label it.
-Next they will put the words together in a poetic way. They can write in any poetry format that they have been introduced to, or free verse. They will work in groups to help edit and revise their poem.
-Students will put their poem on google docs and add a QR code
-Students will present their poem to the class and then they will be displayed at the local historical museum for a presentation that family and the community are welcome to see.

Assessment:
Students will share their poems with the class. The photographs and poems will also be on display at the local Historical Museum for family and friends to see.

Title III Consortia Resources and Other Supporting Materials
iPad

Reflection:
The students love that they are able to take a photograph that they took themselves and write a poem about it. They take ownership and become very proud of their work. Although poetry can be intimidating for some students, after spending a lot of time learning and writing examples of devices and different styles of poems, the students love that they can choose a style that they feel most comfortable with.   The students love walking around the community with a camera and finding the little things that they never noticed before.

2018-2019 Title III Learning Experience
Open, Learning, Fun… Help us to express English… Teaching through HAIKUS

Name(s) of Teacher(s): Maria Sheltz and Alexis Papalia
District: Sayville
School: Lincoln Avenue & Sayville Middle School
Grade(s): 3rd, 4th, 5th, 6th

English Proficiency Level(s):
Intermediate & Expanding

ENL Program Model:
 Stand-Alone, Co-Teaching

Lesson Context:
 This is a poetry lesson in which student get to show what they've learned about Haikus. It's important to note that any form of poetry can be used in this same format. Prior to this lesson we have discussed the mechanics of a haiku, as well as read various samples of haiku poems.

Student Learning Targets: I can...
Content:
I can use similes and metaphors in context.

Language:
I can use adjectives to describe details and feelings in my writing.

Technology:
 I can use BookCreator and StoryBoard to bring my poetry to life on iPads and computers.

Procedure and Student Engagement:
After reviewing smilies and metaphor through various poems, students will create their own Haiku. They will then create an illustration to go with it using Storyboard That. This will then be incorporated into a class poetry book we are making on Book Creator. This project is ongoing as we will add an example to Book Creator as we learn about the different forms of poetry. Walt Whitman poems were used as examples to teach different components of poetry as well as.

Assessment:
Students will read their poem, and show their Storyboard That creations to their classmates. Teacher will note whether they met the objectives for content and language.

Title III Consortia Resources and Other Supporting Materials
StoryBoard that and BookCreator, Brainpop (earlier in the unit to introduce poetry concepts).

Reflection:
Utilizing the technology components definitely assisted in the overall engagement of the activity.

2018-2019 Title III Learning Experience
Walt Whitman "Drum Taps" Poetry

Name(s) of Teacher(s): Anjana Mukerjea
District: Seaford School District
School: Harbor Elementary School
Grade(s): 5th

English Proficiency Level(s):
Transitioning

ENL Program Model:
 Stand-Alone

Lesson Context:
 The students made a connection between Walt Whitman's poem "Drum Taps" to the Civil War and understood that war always has a price to pay.

Student Learning Targets: I can...

Content:
Read grade-level text with sufficient accuracy and fluency to support comprehension.

Language:
Determine the meaning of words, phrases, figurative language,
academic, and content-specific words and analyze their effect on meaning,
tone, or mood.

Technology:
 Use Buncee to create a digital presentation of my work.

Procedure and Student Engagement:
A Civil War book was introduced ("Spotlight on America: Civil War" (Grades 4-8). Students made a connection between Walt Whitman's "Drum Taps" poem and the Civil War. Students read Walt Whitman's biography in Epic Books to further understand his empathy and connection to the Civil War. Students completed a graphic organizer (shown below) with teacher explaining all the sections. Students also read a Readworks article for "point of view" (shown below). Students synthesized all the information from the various readings and created a Buncee. (Buncee template shown below). As a culminating activity, the students presented their Buncee work to their class.

Assessment:
Students work was edited and proofread by teacher. Students orally presented their work.

Title III Consortia Resources and Other Supporting Materials

Epic Books: "Walt Whitman" by Nancy Loewen

Book- "Spotlight on America: Civil War" (Grades 4-8):
https://www.amazon.com/TCR3214-CIVIL-WAR-SPOTLIGHT-AMERICA/dp/B001O1Z4IW
Readworks: https://www.readworks.org/article/Slavery-in-the-North/f79b724a-ea27-448d-a755-05e095d5730f#!articleTab:content/

Graphic Organizer: https://drive.google.com/open?id=1IXFPm8V096croZTWMCtXYngj5w3QWXQ1

Buncee Template:
https://app.edu.buncee.com/buncee/a6ebfc2b5b31497db5ff7cf70ff2fdaf

Student Work:
https://app.edu.buncee.com/buncee/845fd295b19b4db6a41a413c6655edcb

https://app.edu.buncee.com/buncee/a1c3884ce0d7458dbc16061d3fd19e10

https://app.edu.buncee.com/buncee/b92a759754c841bf9171c3ea07b833d4

Reflection:
The students were very excited to learn about the Civil War and the fact that the country was divided. It lead to interesting discussions of slavery and how it impacted the entire country (not just the South). They enjoyed using Buncee and finding their own stickers and animations to illustrate and enhance their understanding of the Civil War and Walt Whitman's message.

2018-2019 Title III Learning Experience
Poetry Interpretation Through Storyboard That

Name(s) of Teacher(s): Jenny Hoey
District: Shoreham Wading River CSD
School: Miller Avenue
Grade(s): K, 1st

English Proficiency Level(s):
transitioning and expanding

ENL Program Model:
 Stand-Alone, Integrated ENL Class, Co-Teaching

Lesson Context:
Students have created poetry during their Teacher's College Writing Workshop poetry unit. To support this learning, in stand alone ENL periods, we've been working on using our five senses to inspire our poetry writing and looking at pictures and videos to give us ideas about our topics. Storyboard That was used to help struggling students express themselves and their visions through poetry.

Student Learning Targets: I can...

Content:
Write a poem about nature or something important to me.

Language:
Use descriptive language and similes in poetry writing.

Technology:
Use Storyboard That to create visuals for my poem that help me express myself and my feeling.

Procedure and Student Engagement:
Before writing, we chose topics to write about. What is important to us, or gives us strong feelings? We reviewed other poems and noticed what poets do, use similes, repetition, descriptive language, etc. Once students chose their topic, we looked at videos or images pertaining to that topic. For example, one student chose to write about wind, and so we watched videos of garbage circling in the wind, trees blowing, etc. We listened to the sounds and thought about how our topic reached our senses. Then, we listed the words or phrases that came to mind. Students were encouraged to think of any word or sounds that were sparked by this topic and the images or videos we looked at. For students who struggle most, they dictated their thoughts and then arranged them in their own poem. We then used Storyboard That to help us in reciting and expressing our poetry.

Assessment:
Their work was assessed based on their understanding and inclusion of poetry characteristics.

Title III Consortia Resources and Other Supporting Materials:

Students created a handwritten version as well as storyboard of their poem.

Reflection:
I thought Storyboard That was an engaging and motivating way of allowing students to share their poetry work. They felt a stronger connection to their poem and were able to express themselves through choices they could make throughout the process. It was particularly powerful because some of the students struggle academically aside from facing language difficulties. These students felt confident reciting their poems and couldn't wait to share their work with their classrooms.

2018-2019 Title III Learning Experience
I Like Myself

Name(s) of Teacher(s): Marisa Evert and Randee Iafrate
District: Wantagh UFSD
School: Wantagh Elementary
Grade(s): K

English Proficiency Level(s):
Beginner

ENL Program Model:
 Stand-Alone, Co-Teaching

Lesson Context:
 This is a class of 6 beginner ELLs. This project was based around a Walt Whitman quote, "I celebrate myself, and sing myself". Using many resources, including differentiated writing paper, the students wrote about what they like best about themselves.

Student Learning Targets: I can...

Content:
Identify specific words that express feelings and senses.
Retell stories or share key details from a text.

Language:
Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
Express thoughts, feelings, and ideas.

Technology:
 Use technology to present information.

Procedure and Student Engagement:
We began this lesson by listening to an audio version of the book, I like Myself, by Karen Beaumont. We then had the students complete a graphic organizer using illustrations of what they like about themselves. The students then selected one, and wrote a sentence about it on differentiated writing paper along with their illustration. The students then completed a STEAM activity, using different materials to create a self portrait. Finally, the students created a Buncee by drawing themselves and including the sentence of what they like about themselves. They also recorded the sentence.

Assessment:
The students were assessed on their comprehension of the story based on their illustrations on the graphic organizer, as well as responses to questions throughout the audio book.

Title III Consortia Resources and Other Supporting Materials
Buncee
Student Work: https://app.edu.buncee.com/bunceeboard/d3ecb97ad60746a094acba2605ad03a8

Student Writing Templates:
https://docs.google.com/document/d/15yWyskMKF2wKxFkxRFakMmxn3zBX7E2LncbmjgYYGgA/edit?usp=sharing

Reflection:
The students were engaged throughout the lesson, and enjoy creating projects on Buncee. The supporting materials helped to build their understanding of the lesson objectives.

Name(s) of Teacher(s): Heather Butler
District: Westhampton Beach
School: Westhampton Beach Elementary School
Grade(s): K, 1st, 2nd

English Proficiency Level(s):
emerging- transitioning

ENL Program Model:
Stand-Alone, Integrated ENL Class, Co-Teaching

Lesson Context:
The class for this lesson is a self-contained special education class. The students have been introduced to the topic of their five senses and it is a topic that is frequently revisited in different contexts. Our class recently learned about poems as well so this is a nice review.
The current theme in ELA is all about the features of different habitats around the world. As we explore each habitat, there is a graphic organizer that the class is referencing in that describes the features of each habitat. They will be encouraged to use this during the independent work portion of the lesson.
The students enjoy working on computers or ipads and have used Buncee in the past. This lesson takes about two days to complete between writing their poems and creating a Buncee.

Student Learning Targets: I can...

Content:
Identify characteristics of a specific habitat.

Language:
Describe a habitat using content vocabulary and sensory words.

Technology:
Use Buncee to illustrate and showcase their poem.

Procedure and Student Engagement:
The students will start with the classroom teacher on the rug. She will review what the five senses are with the students and work to come up with some examples. After, the classroom teacher will remind students that in ELA, they are reading stories that have to do with habitats around the world. The Classroom teacher will display their habitat features chart. The ENL teacher will then tell students that they are going to write poems about a habitat using the five senses. The ENL teacher will then have props ready to help students describe the Arctic habitat. The ENL teacher will have things like an icepack, pictures of the habitat, and a furry stuffed polar bear.
The teachers will model taking this information and writing It into their worksheet. The teachers will then assign students a habitat that they will write their poems about.

The students will then work on their own sensory poems. Each line of the poem describes one of the five senses they can experience in their habitat. The students will work independently as they create they poems. The classroom and ENL teachers will circulate the room and monitor student work.
The teachers will take a picture of their poem and students will then transfer their work to Buncee and add pictures to match and illustrate what they wrote.

Assessment:
Student work will be assessed through their poems created on Buncee. Their poems will be evaluated by their ability to match the sense to the content vocabulary.

Title III Consortia Resources and Other Supporting Materials
Students used Buncee to electronically present their poems.

Reflection:
The students really enjoy using the technology. They really enjoyed using Buncee and with teacher support, loved using all of the creative options the program has. Since this is a special ed class, the Buncee portion of this lesson was run more as a "station" so that more teacher support could be given while using the program. The students were quick to get the hang of the program.

2018-2019 Title III Learning Experience
Sensational Sensory Poetry using Buncee

Name(s) of Teacher(s): Maureen Flatley
District: Westhampton Beach UFSD
School: Westhampton Beach Elementary School
Grade(s): 1st, 2nd, 3rd

English Proficiency Level(s):
Entering (with modifications) through Commanding

ENL Program Model:
 Stand-Alone, Integrated ENL Class, Co-Teaching

Lesson Context:
This lesson introduces students to sensory poetry, or five-senses poetry utilizing Buncee as a tool to create visuals and record video. Sensory poetry does not need to rhyme and describes how a poet perceives what something looks like, tastes like, smells like, feels like, and sounds like. This lesson focuses on the four seasons. This lesson could be used in a stand-alone or integrated setting, and could take up to four or five 45 minute sessions to complete.

Student Learning Targets: I can...

Content:
I can use my five senses to create a sensory poem that describes what a season looks like, tastes like, smells like, feels like and sounds like.

Language:
I can use vocabulary and phrases to express feelings and appeal to the five senses to describe a season.

Technology:
I can use Buncee to create and connect visuals with my vocabulary in my poem and to practice speaking skills by recording a video of my sensory poem.

Procedure and Student Engagement:
1.) Review the five senses with students and introduce the concept of a sensory poem. You could do this with a song or short read-aloud, modeling how to describe something using the five senses. Write these words and phrases on the board under the heading for each of the five senses (touch, smell, sight, sound, taste).
2.) Review the four seasons (with books or short Brain Pop videos) and have students choose one season that they would like to write their sensory poem about. Anchor charts with the names of the four seasons and visuals should be displayed throughout the lesson.
3.) Give each student a clipboard, sheet of paper, and pencil. Have students write the following poem starter on their papers:
Name of the season _____.
I see _____.
I taste _____.

I smell _____ .
I feel _____ .
I hear _____ .
Name of the season _____ .

4.) Using resources (books, Brain Pop videos, anchor charts) students will complete sentence starters. If possible, students will peer-edit one another's work to help make revisions.

5.) After editing, students will write their final drafts on special poetry paper (without sentence starters) with visuals based on the season they chose.

6.) Students will use their final draft to create a Buncee presentation. Students will write and visualize their poems by adding engaging visuals to correspond with their writing. After their Buncee is done, students will use Buncee's recording feature to record themselves reciting their poems.

Assessment:

Students will be informally assessed throughout the lesson in the lesson warm-up and writing activity. Students will be formally assessed on their final sensory poem and their Buncee presentation and video recording.

Title III Consortia Resources and Other Supporting Materials

Buncee and I Pads

Reflection:

It is very important to build background knowledge of the five senses, and of the four seasons prior to having students write their sensory poem. I think that giving students a choice of which season they wanted to write their poem about helped with student engagement. Students LOVED using Buncee! It is very user friendly and engaging.

2018-2019 Title III Learning Experience
Build a Buncee Poem

Name(s) of Teacher(s): Michelle Maines
District: Westhampton Beach
School: Westhampton Beach Elementary School
Grade(s): 3rd, 4th, 5th

English Proficiency Level(s):
Entering - Commanding

ENL Program Model:
Stand-Alone, Integrated ENL Class, Co-Teaching

Lesson Context:
In this lesson students will read a poem about Native Americans and choose their favorite line. Students in small groups compile all the words from their favorite lines on sentence strips, cut up the strips and use those words to build a new poem together. Afterwards, the group creates a Buncee to represent their new poem. Students present their poem for the class using the Buncee on Native American Day.

Student Learning Targets: I can...

Content:
I can create a new poem using the words from other poems.

Language:
I can use language to agree, disagree, and compromise.

Technology:
I can create a Buncee to represent my poem and present it to my class.

Procedure and Student Engagement:
Students have been practicing sentence stems for agreeing, disagreeing, and compromising in group work leading up to this lesson. Also, students have been studying Native Americans before this lesson. Students are given a poem to read about Native Americans and they choose their favorite line from it. They highlight the line, write it on a sentence strip, and bring their sentence strip to their group of four. Students cut up their lines into words and compile all the words together into a pile. Students then use the language for decision making in a group to rearrange the words into a new poem. Once they have their poem and it is checked by a teacher, the students glue down their words onto chart paper and hang up the poem in the room. Students in their group then create the Buncee for their poem. Students practice reading their poems and decide how they are going to present them. Each student must have a role in presenting. Student presentations will be graded.
Differentiation: Teachers can use L1 as appropriate. Students can choose the poem they would like to read. Entering and Emerging ELLs can be given a poem at their reading level or can be guided to choosing a line of poetry. Teachers can set as many parameters as they wish about the poem (i.e., you have to/don't have to use all the words, the new poem has to be about [subject], the poem has to have

a title, the poem has to be a certain format, etc.) or the Buncee (length, content, required features, etc.). Teachers can assign Entering and Emerging ELLs appropriate roles for presenting the poem (i.e., choral reading, motivator, applause starter, etc.)

Assessment:
Formative assessment: Teacher will informally assess students' use of sentence stems for agreeing, disagreeing and reaching a compromise by circulating around the room as groups are creating their poems.
Summative assessment: Teacher will grade the Buncee using a project rubric for the group.

Title III Consortia Resources and Other Supporting Materials
Buncee

Reflection:
It is very important to actively practice the sentence stems for agreeing, disagreeing, and compromising with the students leading up to this activity so they feel comfortable using them. The students love using Buncee and they are completely independent with it after using it once or twice. What I really like about this lesson is that it is easy to differentiate so all students are included, and it uses higher order thinking skills in a way that is uncomplicated and hands-on for the students.

2018-2019 Title III Learning Experience
Haikus

Name(s) of Teacher(s): Laura Foster
District: Westhampton Beach
School: Elementary
Grade(s): 2nd

English Proficiency Level(s):
Heterogeneous ENL Integrated Class

ENL Program Model:
Integrated ENL Class, Co-Teaching

Lesson Context:
This lesson was a culmination/extension of a poetry unit in the second grade Reading Wonders program. First students watched a google slides presentation explaining Haikus and showing examples of Haikus. We practiced as a whole class how to count syllables. The last slide gave ideas for different topics students could write for their own Haikus. After students chose a topic, they wrote and illustrated their own Haiku. When everyone was finished, they took pictures of the finished project with their IPADS and added the photo to a collaborate Nearpod session so we could share them and read each other's work.

Student Learning Targets: I can...

Content: understand Haikus and write one of my own.
Language: count syllables and come up with creative vocabulary in English.
Technology: learn through google slides and upload my finished work to Nearpod.

Procedure and Student Engagement:
The students are engaged because they can pick the topic and they all love presenting on Nearpod. Students that needed extra assistance with language were kept in small group within the ENL integrated classroom with the ENL teacher to help guide them with the project. All students were encouraged to use rich vocabulary and to use a thesaurus if they needed different word choice.

Assessment:
Students will be formatively assessed during the entire lesson by checking for understanding. The summative assessment will be the creation of their own Haiku. Students were also given a homework assignment that evening to choose two out of three topics to write Haikus about.

Title III Consortia Resources and Other Supporting Materials
The materials included a google slides presentation, Ipads, and Nearpod.

Reflection:
The students loved doing this lesson. They were very excited to pick their own topics and for the sharing on Nearpod.

2018-2019 Title III Learning Experience
Poet Webquest

Name(s) of Teacher(s): Nicole Spatz and Lauren O'Hearn
District: Westhampton Beach UFSD
School: Middle School
Grade(s): 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th

English Proficiency Level(s):
Transitioning, Expanding, Commanding

ENL Program Model:
Stand-Alone

Lesson Context:
This lesson will actively engage students. They will be able to use their laptops to research a poet of their choice. They will read a biography about the poet and some of their works. This lesson can be differentiated by the teacher while giving the kids their own choice.

Student Learning Targets: I can...

Content:
I can learn information about some of my favorite poets and present it appropriately in the graphic organizer provided.

Language:
I can read and understand the directions given.
I can read the information presented to me and write the gist of the information provided to complete the assignment.
I can effectively share my information through a class presentation.

Technology:
 I can use my laptop and the internet to navigate through a given website.

Procedure and Student Engagement:
Teacher will model using Walt Whitman example. Students will work with either a partner or on their own to research the poet of their choice. Students will present the information to their classmates. Students have more than one task to complete on the graphic organizer.

Assessment:
Teacher will monitor the progress of the students as they work. Teacher will assess their work when they present.

Secondary

2018-2019 Title III Learning Experience
"I Hear BHS Singing"

Name(s) of Teacher(s): Mrs. Liz Barry
District: Babylon
School: Babylon Jr./Sr. High School
Grade(s): 8th, 10th, 11th

English Proficiency Level(s):
Emerging and Expanding

ENL Program Model:
 Stand-Alone

Lesson Context:
 Students will create a class poem modeled after Walt Whitman's "I Hear America Singing." Together we will read Whitman's poem, going over vocabulary, literary techniques, and the central idea - people's differences and how that shapes a community . Students will collaborate and create a poem by substituting different jobs related to their school which forms our school community.

Student Learning Targets: I can...

Content:
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings analyze the impact of specific word choices on meaning, tone, and mood.

Language:
Create a poem in response to a text, theme or personal experience and demonstrate knowledge and understanding of a variety of techniques and genres.

Technology:
 Collaborate with my classmates using Microsoft OneNote to create a class poem about our school.

Procedure and Student Engagement:
The day before, students will have watched a brief bio of Walt Whitman and together we will have read his poem - "I Hear America Singing." We will have gone over the vocabulary in the poem (jobs, meaning of "singing"), the role of women and the idea of community as a theme.
For this lesson:
1. Review the poem "I Hear America Singing" - By rereading it and going over the theme and vocabulary. Teacher asks students questions about Walt Whitman and his poem.
2. Introduce our project - create our poem "I Hear BHS Singing." Together we will make a list of all the different jobs there are in our school.
3. Each student will then choose 3 jobs from the list and write a sentence describing something about that job.

4. Using their laptops, students will open Microsoft OneNote for their ENL class section and together we will collaborate to create a class poem modeled after "I Hear America Singing" with the jobs and descriptions the students have written.

5. Upon completion, students will be videoed reading both poems.

Assessment:
Formative Assessment: review of Walt Whitman and poem by talking with students to see what they remember from the day before.
Formative Assessment: job titles of school personnel
Summative Assessment: completion of class poem modeled after "I hear America Singing."
Summative Assessment: Students will read the poems aloud

Title III Consortia Resources and Other Supporting Materials
smartboard, laptops, highlighters, paper, pencils, packets, video –
Video of Walt Whitman
 https://youtu.be/JZOnP2bJAL4
Video of poem
https://youtu.be/6eNQqCmXLxA

Reflection:
Students gained an appreciation for Walt Whitman and his poetry. They learned how to collaborate with their classmates to create a poem. They were able to utilize Microsoft OneNote. Students demonstrated comprehension of the poems patterns and were able to read it aloud with good pronunciation skills.

2018-2019 Title III Learning Experience
Writing a Poem

Name(s) of Teacher(s): Liz Barry
District: Babylon
School: Babylon Jr./Sr. High School
Grade(s): 8th, 9th, 10th

English Proficiency Level(s):
Emerging and Expanding

ENL Program Model:
Stand-Alone

Lesson Context:
Together as a class, we read Walt Whitman's poem, "I Hear America Singing." We went over vocabulary, figurative language, and theme, which is how different people make up a community. We then made a list of different people's jobs at school. Students chose 2-3 jobs and wrote sentences about the jobs. We modeled our poem, "I Hear BHS Singing." We concluded the lesson by having the students read the poems aloud.

Student Learning Targets: I can...

Content:
read and understand the central idea of "I Hear America Singing."

Language:
understand the vocabulary and figurative language, eg. "singing," as well as some of the jobs in Whitman's poem.

Technology:
 use OneNote and collaborate with my teacher and classmates while creating the class poem.

Procedure and Student Engagement:
1. Show students a picture of Walt Whitman - and students will identify who he is and be able to describe some facts about him.
2. Reread the poem "I hear America Singing" - students will take turns reading parts of the poem. Practice pronunciation and check for
comprehension.
3. Ask students questions about significance of the word "singing," and what are some of the jobs people are doing. Ask about the role of women
in the poem.
4. Have students explain the central idea of the poem.
5. Explain what students will be creating - "I hear BHS Singing"
6. Together make a list of all the different types of jobs people do at BHS
7. Have students choose 4-5 jobs from the list and write a brief sentence about it.

8. Students will edit the original poem with the jobs and descriptions that the they created using Onenote.
9. Print out our poem and create a video of students reading both poems.

Assessment:
Formative Assessment: review of Walt Whitman and poem by talking with students to see what they remember from yesterday
Formative Assessment: job titles of school personnel
Summative Assessment: completion of class poem modeled after "I hear America Singing" and video of students reading both poems.
Summative Assessment: Students will read the poems aloud.

Title III Consortia Resources and Other Supporting Materials
smartboard, laptops, highlighters, paper, pencils, packets,
video of Walt Whitman - https://youtu.be/JZOnP2bJAL4
Video of poem - https://youtu.be/6eNQqCmXLxA

Reflection:
The lesson went well. The 2 different stand alone classes contributed to the class poem. The students liked collaborating with their classmates using OneNote. I also think the students liked creating the class poem because they knew what to write. It was real to them.

2018-2019 Title III Learning Experience
Poetry-Whitman

Name(s) of Teacher(s): Kyle Cropsey
District: Babylon
School: Junior-Senior HS
Grade(s): 12th

English Proficiency Level(s):
Transitioning/Expanding

ENL Program Model:
Integrated ENL Class, Co-Teaching, ELA/ENL Class

Lesson Context:
Analyzing how ignorance can be viewed as positive or negative through the lens of a poem by Walt Whitman. Is the saying, "Ignorance is bliss" true? How does being ignorant to life events have an impact on our understanding of the world?

Student Learning Targets: I can...

Content:
I can analyze a poem by Walt Whitman to defend a position about whether it is beneficial or harmful to be ignorant about certain life events.

Language:
I can apply my own personal experiences to a poem by Walt Whitman to defend the impact of being ignorant to big questions in my life.

Technology:
The directions will be read aloud to the entire class, which will accommodate the students who need directions read aloud. Students will have a copy of the poem on their 1:1 device as well as a hard copy. ENL students will have a word bank for certain vocabulary.

Procedure and Student Engagement:
Hook: What does the saying, "Ignorance is bliss" mean to you? Do you agree with this statement? Why or why not? Be specific.
1. To begin class, TW ask students to complete the do now.
2.   If students do not know the meaning of, "bliss" in the do now, TW explain the definition.
3. SW have 2-3 minutes to answer the question and discuss their response with their partner.
4. TW bring the class back together and ask the students whether or not they agree with the above statement.
5. TW ask if students have ever felt let down or overwhelmed when they lost their ignorance/innocence regarding a specific topic.
6. TW explain that the class will be reading a poem that has to do with ignorance.
7. TW direct students to either open OneNote to view the speech, or to take a paper copy.

8. TW explain that they will read the poem multiple times. For the first reading, the students should read the first three questions and think about them while they listen, and that they can underline any words or phrases that pop out to them.

9. TW model annotations as they read the poem for the second time, asking students to point out what they notice in the poem.

10. TW point out that the poem is essentially divided into two parts and will acknowledge the change in vocabulary from the first part to the second. TW ask students to compare the words, "proof", "chart", and, "diagram" to the word, "mystical." How are the first three words different from the last one?

11. TW lead the class in a discussion of the first three questions and ask students to use evidence to support their answers.

12. SW complete the last two questions on their own before coming back to the class to discuss their answers.

Assessment:
Description of Assessment: Students will be assessed informally throughout the lesson based on their responses during the class discussion, their annotations, and their one on one discussions with their classmates.

What is Being Assessed: Students' ability to apply themes from the poem to their own life and express those connections through a writing task.

Title III Consortia Resources and Other Supporting Materials
*Attached in Babylon folder under, "Cropsey, Kyle"

Reflection:
Throughout the school year, the class has had multiple lessons about staying informed and how important it is to have access to information about what is going on around us. This lesson will provide the opposite perspective: that sometimes it is better to not be overly informed. This is important lesson for students that come from a generation where they have access to all of the world's questions at their fingertips.

2018-2019 Title III Learning Experience
From Plain to Lively: How Do Literary Devices Manipulate Language?

Name(s) of Teacher(s): Melody Wubbenhorst and Louis Montanaro
District: Babylon School District
School: Babylon Memorial Grade School
Grade(s): 6th

English Proficiency Level(s):
Transitioning and Expanding

ENL Program Model:
Stand-Alone, Integrated ENL Class

Lesson Context:
Students had been reviewing literary devices in ELA class. We used Whitman's poem to further their identification of these. Central Focus: Analyzing how imagery and metaphorical language is used through the lens of a poet like Walt Whitman.

Student Learning Targets: I can...

Content:
appreciate the difference between poetry and straight-forward descriptions.

Language:
identify and analyze imagery-rich literary devices in poetry.

Technology:
 n/a

Procedure and Student Engagement:
1.   Teacher went over the word bank on the Smartboard.
2.   Students were read the poem from the Smartboard.
3.   The poem was read a second time, but students were given the handout this time. Students were encouraged to annotate in the margins what they thought Whitman meant.
4.   In small groups of mixed levels, students brainstormed on what they thought the poem meant. Teacher only acted as a conversation guide and did not contribute ideas.
5.   In pairs, students answered questions on the back of the page. They were paired in mixed levels for more language support.
6.   Teacher then went into analysis mode, line by line, to make sense of meaning. Students followed on the Smartboard for this part.
7.   Paired students peer edited what they had previously written as answers for the questions before the analysis of poem. If what they wrote was good, the peer editor just had to give their approval.
8.   Students listened to the poem set to music. The second time they listened, they were invited to try to sing along. (But it's for sopranos hitting high "Gs"!)

9.   In conclusion, and as a whole group, we compared the original poem to the musical edition, which changes served to increase the musicality of the piece.

Assessment:
Formative: The answers on the back of their sheet served as a peer-reviewed exit ticket.
The scope of this lesson does not warrant a summative assessment.

Title III Consortia Resources and Other Supporting Materials
No Consortia Resources. Only Smartboard, computer and handouts. See link for handouts and analysis:
https://drive.google.com/open?id=1tZP28qF5xMs2g9RTlaYuYslz_gVoIIh7

https://drive.google.com/open?id=1Hvc5Hg6ga_Vbim3m8l0hL4K270efSjsj

Reflection:
This was a third lesson on literary devices. At first, Students were thrown off by the first reading of the poem. Once they had a second reading and went over it with their own printed copy, they visualized better what the author was meaning with his language that was heavy with imagery. The group discussion was lively, as it was not readily apparent what Whitman was talking about. Once the discussion was over, they were ready and willing to listen to the analysis. Some had fun pointing out that they were right. I would do this lesson again. All students answered the Exit ticket with ease.

2018-2019 Title III Learning Experience
Poetry & American Values

Name(s) of Teacher(s): Heather Glick & Katrina Mae Angeles
District: Bellmore-Merrick Central High School District
School: Sanford H. Calhoun High School
Grade(s): 9th, 10th, 11th, 12th

English Proficiency Level(s):
Transitioning-Commanding

ENL Program Model:
Stand-Alone, Co-Teaching

Lesson Context:
This lesson is the culmination of a unit which explores American values, poetry, and the immigrant perspective. The class is made up of twelve students who span NYS proficiency levels Transitioning through Commanding. Students are either from or have ancestors from the following countries: Bangladesh, China, Colombia, Ecuador, Egypt, El Salvador, Guatemala, Nepal, Saudi Arabia and Turkey. Students speak Arabic, Bengali, Chinese, Nepalese, Spanish, and Turkish. One student is classified as a student with disabilities.

Student Learning Targets: I can...

Content:
I can develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences as they relate to American government, values, and social history, as well as the immigrant experience

Language:
I can negotiate meaning through application of knowledge of language and context in order to express my meaning and style as well as comprehend more fully when reading and listening.
I can develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

Technology:
I can use Google Docs to compose and type an original poem based on the theme of American values learned from primary historical sources and poetry on American values and connect all of that to my personal experiences.
I can use Google Classroom to share

Procedure and Student Engagement:
Students of proficiency levels Transitioning through Commanding were engaged at a personal level due to the subject matter, which related American values to the immigrant experience. The unit began with an introduction of primary sources whose existence contributed to the Declaration of Independence and Preamble to the United States Constitution. The second step was to examine poetry which

centered around ideas of American values and perspectives of immigrants. From this rich background of the origins of the American system of government paired with the poetry on American values, students wrote their own original poems. Students then chose five important lines from their poems, and for each line, they created a visual representation using StoryboardThat. Next to each of the five cells, they created a second visual representation and wrote text explaining their thought process when they wrote that particular line of poetry. Finally, students presented their poems in conjunction with their visual representations and text commentary to the class. The ultimate step was the submission of these poems to the Walt Whitman Poetry Contest, for which two of our students were named winners!

Assessment:
Students were assessed in many ways, including:
-ability to comprehend poetry, as evidenced by written answers to comprehension questions
-ability to express themselves thoughtfully with the conventional standards of written English, as evidenced by open-ended questions related to given poems
-ability to use technology, specifically StoryboardThat, to successfully create a minimum of 5 two-panel slides. Lines exemplifying the main ideas of their poem were copied on the left side of each panel, and on the right side, students commented in their own words why they chose to write those specific lines.
-ability to express themselves thoughtfully with the conventional standards of spoken English, as evidenced by their StoryboardThat presentations.

Title III Consortia Resources and Other Supporting Materials
Poetry Packet - Pre-Writing Activities:
https://docs.google.com/document/d/1qA6lVY1Q7696ZEJYeC2FDUlHlfj9vv8ihfTEIJIQhTQ/edit?usp=sharing

Student Work:
Poems about American Values - Samples from Students:
https://docs.google.com/document/d/1C4bZHV6-RvOtw7DD9r4wSG-j8rrZb8K_-CGF8E6taxc/edit?usp=sharing

StoryboardThat - Samples from Students:
https://www.storyboardthat.com/portal/storyboards/serwu/classroom-public/the-fragrance-is-spreading--serene

https://www.storyboardthat.com/portal/storyboards/rudmeza-funes/classroom-public/dream-of-all-rudy-funes

https://www.storyboardthat.com/portal/storyboards/susortiz/classroom-public/susana-ortiz

Reflection:

This project was really more of a success than we even expected, through and through. It is not easy for teens, regardless of native language, to conceptualize and think deeply about the origins of government and to connect in a personal way with primary documents containing difficult language, such as the Mayflower Compact or Constitution of the United States of America. However, we believe because we framed the exposure to these documents within the ideas of "American values" as well as

within original poetry reflecting on those values, it was easy for the students to be engaged. The questions we asked after each poem turned out to be a great guide because they focused on three essentials: use of academic language, United States History and English Language Arts content knowledge, and the provision of opportunities for self expression for our students. We planned to and used several strategies for students to write their poetry, including found poetry, using post-its/small shreds of paper with specific words that students chose and physically rearranged, as well as allowing them to simply write from their minds on blank unlined white sheets of paper, thereby freeing their ideas from the constraint of lines. Students clearly showed learning through their poetry and also through their visual representations and explanations of their thought processes in terms of their own ideas of immigration and American values. The only real drawback/negative of the lesson was the issues we had with StoryboardThat. In some cases, it took nearly twenty minutes for some students' projects to load, and in one case, a student's work was not saved because of a glitch. It also took some figuring out to get the options we wanted (such as adding more panels in the right format, as well as saving and printing finished work), but overall, the project was a success and we believe the students really enjoyed it.

2018-2019 Title III Learning Experience
Challenges Immigrants Faced

Name(s) of Teacher(s): Denise Schleith and Jackie Ram
District: Bellmore-Merrick CHSD
School: Grand Avenue MS & Merrick Avenue MS
Grade(s): 7th, 8th

English Proficiency Level(s):
Entering-Expanding

ENL Program Model:
Stand-Alone

Lesson Context:
This is a full class lesson using the Stand Alone teaching model. The objective of this lesson is for students to describe the difficult conditions that immigrants faced. Prior to this lesson students learned about immigration in their Social Studies class. They also visited the Tenement Museum in NYC. They will be reading an article about the tenement houses in NYC. completing a graphic organizer and synthesizing their learning through an interactive Nearpod lesson. Prior to this lesson, students have practice organizing reading material and charting important information. This lesson goes more in depth about the specific conditions of the housing and how difficult it was to survive as an immigrant in the 1800s. Students will be instructed through Nearpod. https://share.nearpod.com/CT9EQBjcnW

Student Learning Targets: I can...

Content:
I can describe the main idea of the article.
I can list 2-3 details from the article.
I can express challenges that immigrants faced.
I can compare and contrast the living conditions of the tenement houses in NYC to Walt Whitman's house on Long Island.

Language:
I can ask questions about information shared by other classmates regarding the items they brought from their native country.
I can compare and contrast images of the Walt Whitman house to the Tenement Museum.

Technology:
 I can use Nearpod to share my immigration experiences and language.

Procedure and Student Engagement:
Students use technology throughout the lesson. Students are able to react to/comment on classmates' responses through the collaboration board. Students enjoyed taking a digital quiz and completing a digital graphic organizer. Students used Ipads to translate when needed.

Assessment:
Graphic organizer for key details and summary, class discussion, reading comprehension quiz, interactive board to share written responses as well as personal experiences.

Title III Consortia Resources and Other Supporting Materials
We included pictures of Walt Whitman's House on Long Island for students to compare to the Tenement Houses in NYC which we had previously visited. Students watched a short biography video in which they learned about Walt Whitman and the issues he wrote about.
https://drive.google.com/open?id=1Rg1scDTxuILYMv32iVlbWxTc4m-PLArJ

Grand Avenue student work
https://drive.google.com/open?id=10a7NLZkLsJDSNl3SMF8bJcBrKmiI2cmp

Merrick Avenue student work
Nearpod Lesson: https://share.nearpod.com/CT9EQBjcnW

Reflection:
Since Walt Whitman spent time focusing on immigration, we thought of connecting it to our unit on the topic. Students had gone to the Tenement Museum where they saw the houses in which immigrants lived in. This lesson deepened their understanding of the specific conditions immigrants faced living in the tenements. They also learned the importance of Housing Laws. Students thought the lesson was engaging because everyone was involved in the entire lesson.
The lesson is visual, auditory and tactile so all styles of learning are activated.
One problem was some students finished before others, during some activities. In addition, due to network issues within our district students were unable to complete all activities through the Nearpod platform. Instead, students wrote their answers on printed nearpod slides to express their ideas. Overall the students were engaged throughout the lesson. We are looking forward to trying another Nearpod lesson soon.

2018-2019 Title III Learning Experience
"Magic of the Natural World" & Flip Grid

Name(s) of Teacher(s): Casey Catterson
District: Bethpage UFSD
School: JFK Middle School
Grade(s): 6th

English Proficiency Level(s):
Transitioning & Expanding

ENL Program Model:
Integrated ENL Class

Lesson Context:
6th grade students have been in their first multi-week unit of Writing Workshop by Sarah Cordova. This is a poetry unit, with a sub-section titled "Magic of the Natural World."
Students were lead through the following levels in order to get the final stage of the writing process: Immersion, Generating, Collecting/Selecting, Drafting, Revision, Editing, and Publishing.
After the students were at the publishing stage, they presented their poems in the auditorium to the entire grade. As an ENL modification, ELL students were allowed to use the Flip Grid app to present their projects.

Student Learning Targets: I can...

Content:
I can understand the different stages of the writing process of poetry under the theme of "Magic of the Natural World."

Language:
I can write a poem based on "Magic of the Natural World."
I can revise my writing using figurative language and sensory details.
I can recite my poem aloud.

Technology:
I can record myself reading my poem using the Chromebook and Flip Grid.

Procedure and Student Engagement:
After completing the unit in their Writing Workshop class, sub-section "Magic of the Natural World," students will complete the following lesson in their ENL class.
Day 1:
First, using the poems from Writing Workshop, students will "chunk" their poem into easily readable sections. Next, they will create index cards of their "chunks" so that the have a script to read from for Flip Grid. Finally, students will practice reading their poems out loud in class independently.
Day 2:

One this day we will have students get familiar with Flip Grid. The teacher will model how to use the program, and then students will create an introductory video (to practice) to introduce themselves to each other.

Day 3:

To start, students will take the first 2 minutes to read their poems out loud to refresh their memory and get their "jitters" out. Students will then log on to Flip Grid and record their speaking version of their poem in the theme of "Magic of the Natural World." Students will get the opportunity to re-record as they need.

Day 4:

This is our day to present! The final day is the publishing stage. In a "walk the room" type activity, students will view each others Flip Grids and write positive feedback.

Assessment:

Formative: Check on students throughout the lesson. Help students as needed with their projects.
Summative: At the end of the unit, students will be assessed on their final project in a few different forms: Writing Process of poems in unit, planning pages, Flip Grid video, and positive feedback "walk the room" worksheets.

Title III Consortia Resources and Other Supporting Materials

Student Work (Flip Grid Projects; Google Docs):
https://docs.google.com/presentation/d/1pRk7exWczpY7iz3082QIwMxjQOdeXS55W8FbXSRQhVo/edit#slide=id.g520a144c2f_0_16

Reflection:

With the new Writing Workshop Curriculum in our district, this lesson served as a fun, yet effective way, to end the unit. Students worked for weeks, and then days, on these poems, so this really was fun for the students to showcase their final project. At first, students were nervous to record their poem readings via Flip Grid. They were not used to the process, so I had to modify my lesson to let them draw visual representations of their poems. They stood to the side of the "recording chair" and read their poem aloud while the recording was on their picture. After this, students weren't as nervous and have already voiced that next time they want to record their faces and not just a picture.

Students were very pleased to showcase their poems in this way. We did a gallery walk for students to comment on other student's work. This fit well in the publishing stage of the writing process. Overall, next time I will definitely try to encourage students to move out of their comfort zone and record themselves. I will definitely be using this program again.

2018-2019 Title III Learning Experience
Poetry Writing Inspired by Walt Whitman

Name(s) of Teacher(s): Jillian De Napoli
District: Bethpage
School: Bethpage High School
Grade(s): 9th, 10th, 11th, 12th

English Proficiency Level(s):
Entering, Transitioning, Expanding

ENL Program Model:
 Stand-Alone

Lesson Context:
 Students have been learning about poetry and practicing to identify poetic devices. In this unit, they had the opportunity to write their own poems using poetic devices, and they were inspired by Walt Whitman's poem titles.

Student Learning Targets: I can...

Content:
create a poem relating to a theme or personal experience.

Language:
demonstrate understanding of figurative language.

Technology:
use Buncee to create a digital representation of my poem, and give feedback to my classmates' poetry using the comment feature.

Procedure and Student Engagement:
This was a multi-day unit.
First, students used online databases to research Walt Whitman. We shared the facts they found about his life, and I presented important information about Whitman. Students made connections to Whitman and learned about how he worked on Leaves of Grass throughout his life. Next, I projected a teacher-selected list of Walt Whitman's poetry titles and read through them with my students. After that, I gave them a graphic organizer to circle the poem titles that stood out to them, and they recorded why they liked the titles and how they connected to them. Then, I told students that they will create their own poem using one of Whitman's titles. I then shared my brainstorming web of ideas to write about using the title "To a Stranger". After I modeled how to fill out the web graphic organizer, students chose one of the titles and recorded their ideas. Next, I showed them a sample poem that I created. We identified the poetic devices in the poem and reviewed various types of figurative language and other devices found in poetry. Students then began writing their poems using the guidelines I provided for the different proficiency levels. After students completed their poems, they labeled their examples of poetic devices. I met with students individually to proofread their poems with them, and they edited and revised their work. Next I introduced Buncee to the students

and reviewed the various features of the program. Students created their own Buncees by typing their poems and customizing the background to match their theme. After each student completed their Buncee, I combined them to create a class Buncee Board for students to share their work. Then, students read their classmates' poems and wrote comments on the board to provide feedback. Students wrote about their thoughts of the poems as well as the poetic devices that they identified in their peers' work. Lastly, students read the feedback they received on their poems, and wrote a reflection about the unit.

Assessment:
Formative: Review students' graphic organizers and meet with students to proofread their poems.
Summative: Assess students' Buncee presentations and peer feedback based on teacher provided guidelines.

Title III Consortia Resources and Other Supporting Materials
Walt Whitman research done using online databases: Britannica School, Biography in Context, Britannica Academic
Student Work: https://app.edu.buncee.com/bunceeboard/12bf91b3003a4e008fba5dd0ef0754bd

Reflection:
The students really enjoyed this unit. While learning about Walt Whitman, they were able to use their creativity to write beautiful poetry. It was a great way to use poetic devices, which has been a skill that we have been practicing throughout the year. The students liked using Buncee, and customizing their pages based on the themes of their poems. The feature that they enjoyed most was giving and receiving feedback to each other through the comment section of the Buncee Board. The students were proud of their work and happy to share and read their classmates' poems. Their Buncee pages and thoughtful comments truly reflected their hard work throughout this project. I will definitely continue to use Buncee with my students.

2018-2019 Title III Learning Experience
Carpe Diem

Name(s) of Teacher(s): Christine Copley
District: Cold Spring Harbor
School: Cold Spring Harbor High School
Grade(s): 9th, 10th, 11th, 12th

English Proficiency Level(s):
Expanding

ENL Program Model:
Stand-Alone, Integrated ENL Class, Co-Teaching

Lesson Context:
This is a poetry unit that culminates with watching the film Dead Poet's Society and writing a thematic essay.

Student Learning Targets: I can...

Content:
Define, identify, and explain key literary devices within poetry.

Language:
Define, identify, and explain key literary devices using specific language within poetry. Write a personal poem. Write a thematic essay about a film.

Technology:
Use interactive programs like Nearpod to learn about literary devices in poetry.

Procedure and Student Engagement:
The teacher presents a different literary device a day using Nearpod. Students learn the language needed to talk about literary devices within poetic texts. Students will write a poem and incorporate the literary devices used. Students will watch Dead Poets Society and identify devices used in the movie, i.e. juxtaposition of scenes. They will also answer questions about the characters, events and themes. Students will write a thematic essay about the movie.

Assessment:
Students will be assessed throughout the unit. The Nearpod lessons have assessments throughout the lessons to assess how well students can identify and explain literary devices throughout poetry. Students will read and answer questions from prior ELA Regents. Students will write their own poem and write a thematic essay about the movie which will be assessed using a rubric.

Title III Consortia Resources and Other Supporting Materials
Nearpod, Dead Poets Society, Google Docs, Poem questions from ELA Regents.

Reflection:
Students learned a lot about poetry in this lesson. As an ENL teacher, I usually don't enjoy teaching poetry because of all the figurative language. Concentrating on poetry gave me permission to dig deeply into all aspects of it and it became an enjoyable experience for me as well as my students. Instead of being a chore, poetry became fun!!!

2018-2019 Title III Learning Experience
Walt Whitman and the Song of America

Name(s) of Teacher(s): Jason Craven
District: East Williston School District
School: The Wheatley School
Grade(s): 9th

English Proficiency Level(s):
Entering/Emerging

ENL Program Model:
Stand-Alone

Lesson Context:
We viewed the short Biography.com bio video on Walt Whitman in order to introduce the poet, his background, and his talent and success. We also talked about American history during the period of Whitman's life and how the Civil War may have affected his writing and the imagery that his poetry evokes. We then talked about the student's own hopes for his life in America. Poetry was selected because the student has shown an aversion to reading, and the shorter format of some of Whitman's poetry provides a suitable "bite-sized" introduction to the genre.

Student Learning Targets: I can...

Content:
create a poem, story, play, artwork, or other response to a text, author, theme or personal experience.

Language:
demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

Technology:
use technology to access information and express my ideas.

Procedure and Student Engagement:
1. The lesson began with an informal discussion of the meaning of success and the student's hope for the future.
2. Teacher then displayed an image of Walt Whitman (with his unkempt beard and wild hair) and asked what the student's impression was. This led to a brief talk about the value/fallibility of first impressions.
3. We then viewed the Whitman bio video, pausing to check for understanding of vocabulary and historical context when necessary.
4. After the video, we viewed timelines of Whitman's life and his experiences with the Civil War. We then discussed the possible effects of the war on Whitman and his writing, as well as the value of writing as a means to deal with difficult circumstances or troubling events.
5. Next, we read aloud Whitman's poems "America" and "I Hear America Singing" and talked about the differences between the images created by each poem: equality in "America" and disparity in "I Hear

America Singing". This led to a discussion of the different jobs filled by men and women in the student's home country and his expectations and experiences here in America.

6. Finally, we worked through the vocabulary of "I Hear America Singing" and the student began to envision his own graphical representation of American life.

Assessment:

Formative assessment is based on spoken feedback during discussion and through periodic checks of understanding. Summative assessment will be based on student's use of technology to communicate understanding of Whitman's poem "I Hear America Singing" and to graphically express student's own vision of life in America.

Title III Consortia Resources and Other Supporting Materials

Image of Walt Whitman: https://www.smithsonianmag.com/smart-news/rare-walt-whitman-letter-was-found-national-archives-180958397/

Biography.com video on Walt Whitman: https://www.biography.com/writer/walt-whitman

Timelines: https://www.loc.gov/collections/feinberg-whitman/articles-and-essays/timeline/civil-war-and-washington-dc-1861-to-1874/

Whitman's poetry: https://poets.org/poem/america-1

https://www.poetryfoundation.org/poems/46480/i-hear-america-singing

Student Work: https://drive.google.com/file/d/1t4Dzn7ft_nxERxjq-BnqjiP4j-picBZt/view?usp=sharing

Reflection:

The use of multimedia information was very effective in capturing the student's interest, and changing media after each brief discussion also allowed the student to see progress in the lesson while also fending off the boredom of a single, continuous presentation. The intent was to use StoryBoardThat to allow the student to create multi-cell representations of the images evoked in "I Hear America Singing" and to also allow the student to create a graphical display of his own vision of life in America, but the selection of images in StoryBoardThat were deemed too limiting by the student, who preferred to search for photographic images online instead. Overall, I think that this lesson was a very good way to lead the student into various discussions of history, poetry, and plans for a successful future.

2018-2019 Title III Learning Experience
Theme using Word Clouds

Name(s) of Teacher(s): Ashley Wong
District: East Williston School District
School: Willets Road
Grade(s): 5th, 7th

English Proficiency Level(s):
Entering-Emerging

ENL Program Model:
Stand-Alone

Lesson Context:
In this lesson, students will be exploring themes in literature. Both students have learned what theme was in their ELA classes, but now they will be tasked with finding the theme of a story. Since both students are different in both grade level and English language level, they will be listening to different stories. However, both of them will create a word cloud using possible theme words to go with their chosen theme that represents the author's message. In addition, both texts, GetEpic: Ruby The Copycat by Peggy Rathmann and Me and You by Genevieve Cote have the "Beauty of the individual" as a theme. This was a major theme in Walt Whitman's work (ex: "Song of Myself"). They will then make Buncees with the word cloud images. Both students are familiar with Buncee.

Student Learning Targets: I can...

Content:
determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details.
I can determine a theme or central idea of a text and analyze its development over the course of t

Language:
create, discuss, and respond to literary works with attention to appropriate vocabulary.
I can apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts.

Technology:
create a word cloud with a customized image and color scheme.
I can create a Buncee which includes a word cloud and at least 3 other images that represents my theme.

Procedure and Student Engagement:
Teacher will play two separate stories on GetEpic: Ruby The Copycat by Peggy Rathmann and Me and You by Genevieve Cote on the SmartBoard. Then, teacher will review theme with students using leveled questions: Entering: What is the theme of a story? (Native language answer). Emerging: What is the theme of a story? The theme of the story is _____. Teacher will discuss with students using common fairy tales and distribute a list of theme words with images for visual support, as well as a

Fairytale Theme Graphic Organizer. Students will fill in translations for new words that they are unfamiliar with. Students will then choose 2-3 theme words that pertain to each story and write them on their graphic organizer.

Teacher will distribute theme words brainstorming graphic organizer. Students will then listen to the stories again and determine 2-3 theme words to start off their graphic organizers. Then, they will use a thesaurus and/or translator in order to add theme words and phrases to their brainstorming sheets.

Teacher will introduce students to wordart.com and model making a word cloud with theme words pertaining to the Three Little Pigs. Students will each make an account using Google and follow on their Chromebooks to customize shapes and colors that represent their theme words. Students will make their own word clouds and save them to their chromebooks as jpg files.

Students will add their word cloud images to their Buncees, write a brief summary of the story, and add at least 3 images that represent their theme. They will then post their Buncees to a Buncee board and comment on each others' Buncees with one "Grow" and one "Glow" comment in order to peer-evaluate each others' Buncees.

Assessment:
Teacher will formatively assess students' knowledge of theme with leveled Do Now questions:
Entering: What is the theme of a story? (Native language answer)
Emerging: What is the theme of a story? The theme of the story is _____.
Students will respond to each other's Buncee and word cloud with one "Grow" and one "Glow."
Teacher will summatively assess the Buncee and word cloud with a rubric.

Title III Consortia Resources and Other Supporting Materials
Chromebooks
Smartboard
Getepic.com: Ruby The Copycat by Peggy Rathmann and Me and You by Genevieve Cote
Fairytale Theme Graphic Organizer:
https://drive.google.com/open?id=10rHWPVEQ7L2MTGzGjHgb5nHFO9RRCPyT

Leveled Theme word lists:
https://drive.google.com/open?id=1znTGZO5ENPKGrNr5KfMYjoO-7ZFJaiAh

https://drive.google.com/open?id=1ZFlh3NuMfr9yKjKCi82Yvhv7h0lMy0iIMtjO6IziKfs

Brainstorming graphic organizers:
https://drive.google.com/open?id=1VJhYKC0dK7i4tsH4qOg6ypkqqnclavUJJi3BmaPeqqE

Online Thesaurus/ Translators: https://www.thesaurus.com/

https://translate.google.com/

http://www.wordreference.com/

http://Wordart.com

Student work: Buncee Board
https://ewsd.edu.buncee.com/bunceeboard/9f0c07051f3c4f8b8c50019e7b4cd67c

Buncee Rubric: https://drive.google.com/open?id=1djvibzrU65nQ1ibyD4uQJk2pml4nf5Y1s5RNvfzKasc

Peer Evaluation Sheet:
https://drive.google.com/open?id=1v2NxQINAwhi6JYsl_akECN0cETnwR84DfXfjwRX1u8Y

Reflection:
This lesson was a great opportunity for my students to interact. It gave them a space to practice communication and peer editing skills, especially since both classes are 1:1. This lesson provided students of different ages and proficiencies an outlet to practice finding a common theme through level texts. Students learned and practiced using scaffolds such as graphic organizers, and were able to display their knowledge using word cloud and Buncee. The Buncee board was both a great way to practice accountable talk, peer-editing and an engaging presentation mode for students. Students were proud to share what they had learned and enjoyed giving feedback because it gave them a sense of expertise in the subject.

2018-2019 Title III Learning Experience
I Hear My Country Singing

Name(s) of Teacher(s): Loren Blum, Carol Russo
District: Garden City
School: Garden City Middle & High School
Grade(s): 6th, 9th

English Proficiency Level(s):
Expanding, Beginner

ENL Program Model:
 Stand-Alone, Co-Teaching

Lesson Context:
Students will be able to create a poem about their country based from Walt Whitman's; "I Hear America Singing" Students will have prior knowledge of who Walt Whitman is. Students will have prior knowledge of poetry. This is an extension from ELA push in to work closely with ENL students to assess their understanding of poetry, vocabulary and main idea.

Student Learning Targets: I can...

Content:
I can cite textual evidence to support an analysis of what the text says and make logical inferences. I can determine a theme or central idea of a text. I can.write my own poem, read and comment on my peers poems. I can understand the message of a poem a

Language:
I can determine vocabulary by utilizing context clues. I can demonstrate proper punctuation and conventions. I can engage in accountable talk regarding the main idea.

Technology:
 I can utilize technology to Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Procedure and Student Engagement:
Students will have prior knowledge about Walt Whitman, Students will have prior knowledge on various types of poetry, Students will have prior knowledge of various professions.
Students will independently read "I hear America Singing"
They will turn and talk with their peers to discuss what they think the poem is about.
Students will then see and hear " I hear America Singing" through You Tube, they will then annotate and or highlight key terms or relevant information pertaining to the poem, Example: repetition, Who is singing?
After students hear the poem, they will independently write the gist of what the poem means.

Whole Class Discussion: What is the gist of the poem? What is the main idea?

Students will share their responses: The gist of the poem is_____

Students will then create their own poem about their county.

They will be given an graphic organizer to assist in the writing process

One on one conferencing to assist in vocabulary, grammar and sentence structure.

Once students have completed their poem, they can rewrite it without the graphic organizer as a final draft.

Students will post their poems on Nearpod for their peers to comment,

Scaffolding: Model of a sample poem "I Hear My Country Singing" So that students will have an example to work from. One on one conferencing with the teacher to assess proper word usage for the poem

Students will be seated heterogeneously in pairs, while silently reading the poem, and for the turn and talk session.

Assessment:

Assessment will be done based on teacher observations, class discussions and class work.

Formal assessment is the final copy of their poem "I hear my Country Singing"

Title III Consortia Resources and Other Supporting Materials

https://share.nearpod.com/6CXzGi27JW

Reflection:

Nearpod is a great program for content as well as a visual tool where students are able to collaborate, comment and assess their knowledge on the topic. This lesson was done with students in middle and high school as a pull out, after learning about poetry in their ELA class. We wanted to incorporate some of the students' cultural background, so that they would be able to relate to Walt Whitman's strong feeling of pride for America. After hearing the poem, and having a class discussion of the theme/ main idea. It formed as a catalyst for each student to reflect, about their homeland and express through poetry feeling for their country. Some roadblocks were difficulty in analyzing the poem. The genre of poetry is difficult for many Ells in general.

2018-2019 Title III Learning Experience
Exploring Long Island through print and digital media

Name(s) of Teacher(s): Kirsten Schiffer
District: Garden City Public Schools
School: Garden City Middle School
Grade(s): 7th

English Proficiency Level(s):
Transitioning

ENL Program Model:
Push-In ENL (12:1:2 Self-Contained ELA)

Lesson Context:
The students recently read the book Pictures of Hollis Woods by Patricia Reilly Giff. This book tells the story of an orphan girl who finds a home on Long Island. With Long Island as a focal point, the ELL then studied Walt Whitman and Long Island, presented prior knowledge, and investigated further to increase understanding. The student worked with print and digital media to engage receptive and productive language skills.

Student Learning Targets: I can...

Content:
I can read and write for understanding, enjoyment and self-expression. I can think, read, speak, and listen to support writing. I can introduce the topic, state a fact and an opinion, supply a reason that supports the opinion, use linking words (e.g., be

Language:
I can persevere through challenging writing tasks. I can enrich personal language, background knowledge, and vocabulary through writing and communicating with others. I can strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

Technology:
I can include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.

Procedure and Student Engagement:
After reading, analyzing, and summarizing Pictures of Hollis Woods with his self-contained ELA class, the ELL then made connections to prior knowledge about Long Island. Using the electronic reading program at https://www.getepic.com/app/read/45688, the ELL read excerpts from Walt Whitman by Nancy Loewen and Jim Whiting. He then completed a teacher-generated reading comprehension quiz at the same web-based program, referring back to the text as needed.
He also studied a map of Long Island from https://www.tes.com/school
and recorded answers about the geography on a paper-based questionnaire.

The ELL then authored and created a visual representation at https://www.storyboardthat.com/, drawing upon his prior knowledge and connections he made about Long Island.

Assessment:
Walt Whitman Reading Comprehension Quiz at: https://www.getepic.com/app/read/45688

Geography Questionnaire at: https://www.tes.com/school

Visual Representation at: https://www.storyboardthat.com/

Title III Consortia Resources and Other Supporting Materials
Chromebook, Epic, StoryboardThat, TES and Newsday
Student Work:

Reflection:
The ELL enjoyed the interactive lessons which required collaboration with peers, the classroom teacher, ENL teacher, and paraprofessionals. The combination of print and digital media provided visuals that assisted in reinforcing concepts, ideas, and information. Chromebooks are used regularly in this classroom for reading articles in digital format and responding to these in writing and in multiple-choice comprehension questions with instant feedback and rewards provided for quantity and for accuracy. With guidance, direction, and prompts for focusing and timing, the ELL met the challenge of answering the reading comprehension questions and using a map to locate information. Independent and/or open-ended assignments are often more challenging and therefore the visual representation on StoryBoard required guidance.

2018-2019 Title III Learning Experience
Ecosystem Poetry

Name(s) of Teacher(s): Shannon Reda
District: Island Park UFSD
School: Lincoln Orens Middle School
Grade(s): 5th, 6th, 7th, 8th

English Proficiency Level(s):
Transitioning, Expanding, Commanding

ENL Program Model:
Integrated ENL Class

Lesson Context:
This unit introduces students to the life and work of Walt Whitman. The objective of this lesson is for students to research information about an ecosystem and write free verse poetry to describe that ecosystem. Students will then create an animated presentation for their poems. Prior to this lesson, students read and analyzed Walt Whitman's poem "World Below the Brine."

Student Learning Targets: I can...

Content: I can research information using multiple sources.

Language: I can write free verse poetry to describe an ecosystem.

Technology:
I can navigate multiple sources to distinguish important from unimportant information. I can create an animated video presentation.

Procedure and Student Engagement:
Introduce students to the life and work of Walt Whitman with a Nearpod lesson. Students will analyze a quote and respond through a collaborate board, watch and respond to a short bio video, and discuss slideshow photos that show Walt Whitman's connection to Long Island.
Students will read, analyze, and annotate the Walt Whitman poem "World Below the Brine," from CommonLit, in Nearpod. Students will answer reading comprehension questions and discussion questions to demonstrate understanding.
Teacher will explain that in the poem "World Below the Brine" Walt Whitman uses encyclopedic free verse to describe the ocean ecosystem. Teacher will introduce students to a poetry project in which they will choose an ecosystem to research in order to write their own encyclopedic free verse poems in the style of Walt Whitman.
Students will work in groups, using student paced Nearpod lessons to complete a graphic organizer by collecting information that describes their chosen ecosystem.
Students will use additional sources such as Britannica School Online, National Geographic, and children's picture books to complete their research.
Teacher will model how to use the information on the graphic organizer to write a free verse poem.

Students will work with their groups to write their own poems describing their ecosystem. Teacher will assist students in using the format and style of Walt Whitman's poem, "World Below the Brine" to write their poems.

After students have completed their poems, teacher will introduce students to the program Powtoon. Students will use Powtoon to create animated video presentations for their poems.

Students will present their videos to the class.

Assessment:

Students' responses throughout the Nearpod lesson will be used as formative assessment. The graphic organizer, and poem rough draft will also be used as formative assessment.

Title III Consortia Resources and Other Supporting Materials

Nearpod

https://share.nearpod.com/eHn5rZmtHW

https://share.nearpod.com/DfZI7TozPV

https://share.nearpod.com/aZeIzfbzPV

https://share.nearpod.com/907aAc8yPV

https://share.nearpod.com/dmZnUk6yPV

https://share.nearpod.com/WHQnYR1yPV

Britannica School

https://school.eb.com/

CommonLit

https://www.commonlit.org/en

https://www.commonlit.org/en/texts/world-below-the-brine?search_id=21387879

Powtoon

https://www.powtoon.com/my-powtoons/?#

Student work:

https://drive.google.com/drive/folders/1qmqX6GE9cOeEGPXD-JTFVDkR3XScU1eq?usp=sharing

Reflection:

Students were very motivated to learn about Walt Whitman once we made connections to their own lives. They enjoyed learning about his life and seeing the places related to him in our area. In addition, many students had never written free verse poetry, so using a topic that was more concrete like ecosystems was very helpful. Students worked very well in their groups conducting research from different Nearpod lessons. The students, even the 8th graders, were very excited to read and get inspiration from children's picture books in addition to the online sources. While we enjoyed working with Powtoon, I would not recommend the site for younger students as it was a bit involved. Buncee may have worked just as well.

2018-2019 Title III Learning Experience

"Miracles"

Name(s) of Teacher(s): Annita Buffa & Elizabeth Bellucci
District: Kings Park Central School District
School: Kings Park High School
Grade(s): 10th, 11th

English Proficiency Level(s):
Transitioning

ENL Program Model:
Stand-Alone

Lesson Context:
Literary elements are fundamental to ELA and subsequently the English Regents but alien to our community of ELLs. Our students are from Central America and have been in the USA for an average of two and a half years. In this lesson, students identified literary techniques/devices used in the poem "Miracles" by Walt Whitman and examined the one that was the most evident...Imagery. Students participated in various activities to provide background information and connect with the poem. They also identified a central idea gathered evidence to support it in the text.

Student Learning Targets: I can...

Content:
1. interpret figurative language as it is used in the poem "Miracles" 2. analyze the impact of imagery and word choice

Language:
1. discuss Whitman's used of imagery 2. write about how Whitman's use of imagery contributes to the message or theme of the poem

Technology:
 1. annotate the poem "Miracles" using Google Docs on the ipad 2. use Google Docs to compose my own lines containing imagery, to add to the poem

Procedure and Student Engagement:
Student's answered the question "What is a miracle? Have you ever experienced one? Is it something you see everyday?" in their journals and discuss. During a STAND-PAIR-SHARE exercise, students reflect and respond to these questions: "Do you believe in miracles? Why or why not? If not why do you think people believe in them?". Next students closely read the poem, annotating and pausing for discussion. Then teacher reads the poem aloud asking students to highlight examples of imagery and think about the message of the poem(central idea). Last, students completed a writing task involving the central idea including text details. In closing, we watched a video representation of the poem eliciting ideas to help students be able to compose their own lines to add to the poem.

Assessment:

Students are assessed informally throughout the lesson. Teacher will check for understanding by observing student classwork activity and checking for understanding during discussion. Each student's written response will also provide insight into student comprehension of the task.

Title III Consortia Resources and Other Supporting Materials

https://webmail.kpcsd.org/owa/redir.aspx?C=pUByfhPIYnf6zQVgL3rVQ3XPArxKwhnC6lD_DW52RllBTsgI29PWCA..&URL=http%3a%2f%2fdocs.google.com%2fdocument%2fd%2f1xpm1MOHQm-w0-91AVjrQb3iLDhfz9WXCmgj7q24w7hE%2fedit%3fusp%3dsharing_eil%26ts%3d5cd31276

https://webmail.kpcsd.org/owa/redir.aspx?C=id7M5RSEiDsFxI82LKPqs1aKGfOIyeJMGYV24x0KH6sBNNNI29PWCA..&URL=http%3a%2f%2fdocs.google.com%2fdocument%2fd%2f1xpm1MOHQm-w0-91AVjrQb3iLDhfz9WXCmgj7q24w7hE%2fedit%3fusp%3dsharing_eil%26ts%3d5cd312e2

Reflection:

Using the iPad to present the lesson worked well in our small group. It was clear to students and kept us organized. The students did a great job with the our new version of "Think-Pair-Share" as this was their first experience with it. The "stop and think" is crucial for our ELLs as it the "listening in silence". I was impressed with their grasp of central idea with little to no prompting. We still need to develop the part of the literary analysis where we explain the quote. I believe that with more practice they will be able to use the organization and structure of the outline to help craft a complete response.

2018-2019 Title III Learning Experience
Walt Whitman's - "I Hear America Singing"

Name(s) of Teacher(s): Mina Laucella
District: Kings Park
School: William T. Rogers Middle School
Grade(s): 6th

English Proficiency Level(s):
Entering & Expanding

ENL Program Model:
 Stand-Alone

Lesson Context:
After students researched Walt Whitman for biographical background, they completed google slides to show what they learned about him and presented to the class.   We then read "I Hear America Singing", followed by several diverse activities in a couple of lessons that followed.

Student Learning Targets: I can...

Content:
understand figurative language, word relationships, and poet devices.

Language:
interpret and demonstrate the figures of speech in context.

Technology:
research using various websites and use Google slides for presentations.

Procedure and Student Engagement:
We first started this unit by researching Walt Whitman and they made a Google Slide presentation. I then introduced Federal Art Project of Works Progress Administration which depicted many of the occupations mentioned in WW "I Hear America Singing". This was a project after the Great Depression but fit nicely with Whitman's poem which was written so many years earlier. They were able to see the different occupations in this artwork and they enjoyed talking about what they saw and questioned. Students then read the poem several times to dissect and annotate the figurative language, unknown vocabulary and observe the poem itself for the scheme, repetition, literary devices, characterization and central idea. The students were then given a packet which contained various activities which they completed individually and cooperatively with a partner (varied). This was also differentiated based on the student's level (1 of which is an entering student). We used the Smart board for many of these activities and they enjoyed going up to write their answers. The also enjoyed doing a peer review activity where I put their writing up (anonymously) and the class (as a whole) then corrected the sentence structure/grammar.

Assessment:
After reading the poem several times, students completed a packet that contained several different activities. First they completed Google slides and presented them to the class. They then defined the unfamiliar words by using context clues and/or a dictionary. Students had to fill out a chart describing the form of the poem (lines/stanzas/rhyme scheme), finding the figurative language, theme and perspective of the poem. In addition, they used the poem and found evidence that supported certain statements. They were also required to answer some questions by restating and finally took a multiple choice quiz.

Title III Consortia Resources and Other Supporting Materials
Walt Whitman websites, iPads, Google Slides, Pictures from FAP WPA, various activity sheets.

Reflection:
Students enjoyed first doing the research on Whitman as he was unknown to them. They also enjoyed using technology as part of the lesson. For most of my students figurative language was taught in their ELA class so this was a review and they did well on the activities.

2018-2019 Title III Learning Experience
Using digital media to present Walt Whitman's biography

Name(s) of Teacher(s): Margarita Leonard
District: Manhasset
School: Secondary School
Grade(s): 7th, 8th

English Proficiency Level(s):
Entering

ENL Program Model:
Stand-Alone

Lesson Context:
Students learned about Walt Whitman's background; his life, professional achievements, and personal interests. After conducting the research, they presented the information in writing on Google Slides and orally in class.

Student Learning Targets: I can...

Content:
I can write a biography on Walt Whitman, including information about his life and his career. I can also present the information written on Google Slides and orally in class.

Language:
I can research information on Walt Whitman on my own by investigating Spanish and English websites.

Technology:
 I can include digital media and/or visual displays on Google Slides to clarify or support ideas and information presented.

Procedure and Student Engagement:
Students participated in a research assignment investigating information on Walt Whitman's biography. Students utilized poets.org to gather information and then translated the information before presenting their ideas on Google Slides. Students have just arrived from Central American 4 months ago and were not familiar with utilizing computers. They were given a template for the Google Slides and were able to complete it with the information in Spanish. Afterwards, they were able to translate the information into English. After the content was included into the presentation, students added images of Walt Whitman to enhance the presentation. Teacher helped to facilitate students' self-discovery and navigation of poets.org, translation applications, and Google Slides.

Assessment:
Google Slides Presentation

Title III Consortia Resources and Other Supporting Materials

Chrome Books, Google Slides

Reflection:
Students were engaged in the research which required self-discovery either alone or with peers and provided visuals that assisted in the presentation. Allowing students to investigate and utilize computers was recently introduced in the classroom. They met the challenge of using the Chrome Books to complete tasks and present their ideas. Students needed to verbally rehearse and apply professional skills in their written and oral presentations. Writing less on Google Slides presentations always is a challenge for all students. Determining what information belonged on the Google Slides presentation required teacher assistance.

Researching the Internet, translating the information, and adding the research into the Google Slides took time. Kids were excited to be a part of a self-discovery and research to present the information in class in Spanish.

2018-2019 Title III Learning Experience
Poetry: Haiku writing

Name(s) of Teacher(s): Kristen Marrone
District: Miller Place
School: North Country Road
Grade(s): 6th

English Proficiency Level(s):
Transitioning/Expanding

ENL Program Model:
Stand-Alone

Lesson Context:
Students have been learning about different types of poetry during their Poetry Unit in their ELA classroom. This lesson introduces ELLs to Haiku poetry, and uses real life photographs for inspiration with writing their own poem.

Student Learning Targets: I can...

Content: identify the form and structure of haiku poetry

Language: write an original haiku poem and orally share the poem with the class

Technology: use Google Docs to compose and write an original Haiku poem using virtual tour slides with Nearpod

Procedure and Student Engagement:
-Using a Nearpod lesson, students are first asked to name as many forms of poetry they can think of. Discuss the answers with the class
-Next, introduce Haiku poetry and its form and special structure
-Read some examples of Haiku poetry together, counting the syllables
-Using the virtual tour slides provided, as a class create a Haiku poem
-Show the next virtual tour slide, and have students individually write a Haiku poem
-Review form and structure, and have students create an original Haiku poem using Google Docs, and various nature scenes for inspiration

Assessment:
Students will be assessed through active participation throughout the Nearpod lesson, and a teacher made rubric will assess the original poem.

Title III Consortia Resources and Other Supporting Materials
Nearpod, Ipads, Google Docs

Reflection:

Students enjoyed learning about poetry, and the Nearpod lesson was interactive which led to active participation. The virtual tour slides were engaging and helped students with ideas when writing their poems.

2018-2019 Title III Learning Experience
Walt Whitman: The Ordinary Miracle

Name(s) of Teacher(s): Amanda Haleiko
District: North Shore
School: Middle School
Grade(s): 8th

English Proficiency Level(s):
Expanding, Transitioning, Emerging, Entering

ENL Program Model:
Stand-Alone

Lesson Context:
 This lesson is part of a poetry unit in which students read poetry as models for their own writing. Through the analysis of poetry and the use of literary techniques by published authors, students learn to craft original poetry. This lesson gives students an opportunity to focus on perspective and sensory imagery.

Student Learning Targets: I can...

Content:
identify sensory imagery in poetry, understand a poet's perspective and revise my own perspective as I receive new information.

Language:
express my understanding of a topic verbally and through writing and I can express my perspective about a topic through poetry using sensory imagery verbally and in writing.

Technology:
 use technology to communicate my ideas.

Procedure and Student Engagement:
Link to view photos of student samples:
https://docs.google.com/document/d/1aN04Prv-evwLk42xjtKAXdoX5A3cUa7DQx9lj6VQ5ic/edit?usp=sharing

T = teacher
SR = student response
SG = student generated
At the end of the previous class, ask students to write down their definition of a miracle on an index card.
Ask student to join the Nearpod lesson. https://share.nearpod.com/jNbk2rAKFW

Begin class with students reading their definitions aloud as the teacher generates a list of key words expressed by students. During this discussion the concept of ordinary vs. divine miracles arises and the

teacher can introduce new vocabulary "secular" and "religious". The list should be displayed the entire lesson for student's to reference.

Nearpod Slide: Can you think of an example of a miracle? Students post their examples on the collaborate board. T asks students to decide if an example is divine or ordinary. SR reveals some are considered both which leads to an interesting thought to explore throughout the lesson.

Nearpod Slide: Display the dictionary definition and ask students to compare it to the SG definition and engage students in discussion). Record the additional words "inexplicable" and "improbable" to the list of words on display.

Nearpod Slide: Focus students for the reading of "Miracles" by Walt Whitman with a brief explanation of sensory details and point of view.

Read the poem aloud to students. https://www.poets.org/poetsorg/poem/miracles

Nearpod Slide: Ask students to circle two sensory details, post one image on the collaborate board, explain the reason for their choice and decide if the image represents a divine or ordinary experience. Mixed responses generate a good response about the ordinary and divine overlapping.

Read the poem aloud again.

Nearpod Slide: Why does Walt Whitman consider these things to be miracles? What is the consequence/experience he has. All students are required to go beyond simple identification of "what." T asks students to explain each others responses and generates a key word list.

Nearpod Slide: What is Walt Whitman's definition of a miracle? At this point students are aware of the difference between the points of view expressed by each definition (SG, dictionary, Walt Whitman). T facilitates a discussion of their answers supporting them to build on answers.

Nearpod Slide: What if we changed or expanded our idea of what constitutes a miracle to include "the ordinary"? How does our life change? T facilitates a discussion of SG reponses offering praise for insights, combine and build on ideas and connect SG ideas.

Nearpod Slide: After exploring this idea, generate a newly informed definition of miracle and post on the collaborate board.

Extension: Write an original poem modeled after Whitman's capturing your idea of a miracle using sensory details. Ask students to record a reading of their poem and analysis on FlipGrid. Review the responses as a class in the next lesson. https://flipgrid.com/ba610ad8

Assessment:

Examples of student work are included above. Students are assessed through their oral and written responses. Within the lesson, the teacher can prompt students to elaborate or improve accuracy as well as facilitate higher order thinking. The final poem and analysis will indicate if students were able to internalize and generalize objectives.

Title III Consortia Resources and Other Supporting Materials

Nearpod:
https://share.nearpod.com/jNbk2rAKFW

Flipgrid:
https://flipgrid.com/ba610ad8

Handouts: https://docs.google.com/document/d/1LrHEGCD_6xp7WE5-VdotmejTH-yDblyMYdk-uVQRZqI/edit?usp=sharing

Reflection:

The use of Nearpod as a means for students to interact and contribute in class discussions is an asset for any lesson. Students simultaneously use Google translate to enhance their ability to communicate in a common language and to access peer comments. Nearpod structures the lesson so that each advancement of thought requires the participation of every student without exception. Having peer responses accessible provides an instantaneous model for students struggling to articulate themselves. Each activity becomes a formative assessment as the teacher is able to address student comprehension of targeted skills. It also allows teachers the flexibility to elicit student involvement in all of the modalities of language. Nearpod is a technological tool that actually elevates the level of thinking and language development.

Flipgrid provides a dynamic summative assessment for any lesson. While students prepare their responses in writing they are able to improvise elaborations as the record. The final products can be viewed by peers and reactions can be recorded as well to build on discussions in a low risk environment in the sense that they are not being immediately observed whether they are at home or aside in the classroom. The teacher can also provide feedback that all students can view which becomes a model or exemplar for skill development.

2018-2019 Title III Learning Experience
The Poetry of Walt Whitman

Name(s) of Teacher(s): Fanny Diaz/Shannon Murphy
District: Oyster Bay East Norwich
School: Oyster Bay High School
Grade(s): 9th, 10th

English Proficiency Level(s):
Entering

ENL Program Model:
Co-Teaching

Lesson Context:
The students in English 9 were learning about the poetry of Walt Whitman and created their own poems using some of Whitman's techniques. The Entering English Language Learners wrote their poems in their native language and translated them to English.

Student Learning Targets: I can...

Content:
create a poem to demonstrate knowledge and understanding of a variety of techniques and genres.

Language:
identify verbs, adjectives and adverbs that reveal aspects of a character.

Technology:
create a document on Google Docs and collaborate with my teachers and peers.

Procedure and Student Engagement:
The class read "I Hear America Singing" and analyzed the poem. The students used their Chromebooks to read and translate the poem on CommonLit. They took turns discussing their own interpretation of the poem. The class created a set of "guidelines and strategies" used by Whitman to implement in their own writing. They were encouraged to write about love and friendship since the lesson occurred in February. The Entering students wrote in their native language and translated the poems to English using Google Translate. They shared their work with a partner during a peer revision activity. After the peer revision, the students shared their work with the teachers through Google Docs and Google Classroom. Some of the ELLs read their poems in front of the class, but some preferred to use Flipgrid to submit it to the teachers. This allowed all students to participate and be part of the lesson.

Assessment:
Students were assessed based on their presentation (rubric), Flipgrid, and poem.
Rubric:
https://docs.google.com/document/d/1Cpgm9BjjXOSRlRVZu3G5P4zD_FuRVjjtKWfS3g-wTyU/edit?usp=sharing

Title III Consortia Resources and Other Supporting Materials

iPads, Chromebooks, Flipgrid, CommonLit, Google Docs, Google Translate

https://www.commonlit.org/en/texts/i-hear-america-singing?search_id=16903401

Student Work:

https://docs.google.com/document/d/1QHQJAwgFZtWc3y8CsaA-e82UUUDxymft_6nplUrjcN8/edit?usp=sharing

Reflection:

As I reflect on this lesson, I think about how it was very successful because of the use of technology. All the students were engaged and enjoyed using their Chromebooks and iPads to read and write their poems. They also enjoyed sharing their work and being able to make suggestions and corrections through Google Docs. My students are better prepared because of all of the wonderful technology that they have at their fingertips.

2018-2019 Title III Learning Experience
Basic Directions Through Buncee

Name(s) of Teacher(s): Ed Herrera
District: Oyster Bay
School: Oyster Bay HS
Grade(s): 7th

English Proficiency Level(s):
Emerging

ENL Program Model:
Stand-Alone

Lesson Context:
The lesson is an Entering level lesson. There are four students in the class who will be working individually. The teacher will model a completed Buncee project. Students will be taught how to use the Buncee app. Including importing online images and/or actual images that they make take around the building.The students will be able to make a Buncee giving directions to a particular location in the school building using the images collected, and the previously learned words and phrases to aid them in the completion of their project.
Students will also present their project when completed as a final assessment. Students can either read their slides or record their voices into slide in order to differentiate instruction.

Student Learning Targets: I can...

Content: Use Buncee to make presentations on different topics.
Language: Use Buncee to make presentations on different topics.
Technology: Use Buncee and Quizlet

Procedure and Student Engagement:
Students will be shown a completed Buncee showing them the different options they have available to create their own Buncee. Students will be given a choice of verbally presenting their project or recording their voice into Buncee project. As an Emerging level group, students will be introduced to the vocabulary using Quizlet.

Assessment:
Students created Buncees

Title III Consortia Resources and Other Supporting Materials
Buncee app., Quizlet

Reflection:
Buncee is a great app. very independent and it enables students' creativity to shine. However, technology or connectivity with technology remains an issue in some of our buildings making the project time consuming.
2018-2019 Title III Learning Experience

Vietnam War: They're Called Bui Doi

Name(s) of Teacher(s): Jennifer I. Walling
District: Port Jefferson School District
School: Earl L. Vandermeulen High School
Grade(s): 10th

English Proficiency Level(s):
Transitioning, Expanding

ENL Program Model:
Integrated ENL Class, Co-Teaching

Lesson Context:
This 10 grade global history class just finished learning about WWII, the Cold War & Vietnam. This lesson gives a unique perspective of the American solider and how when they left Vietnam many of them could never let their horrific memories leave their minds. This lesson gave historical facts about the time period & the children & orphans left behind after the war. This lesson discussed when Saigon was falling to Communist troops from the north and rumors spread that southerners associated with the United States might be massacred. It was explained how president Gerald Ford announced plans to evacuate 2,000 orphans, many of them Amerasian's. This prompted operation "baby-lift" where the first plane crashed killed hundreds many of which many were babies. This type of activity helped provide insightful background information and "outside information" that could be incredibly useful to a future DBQ essay. Slides were provided in both English & Spanish as well translated copies of the lyrics to Dui Boi. Vocab was defined and reviewed prior to the reading to clarify understanding for all. One student used the Chromebook for translations during the song as it was played on smart-board. This student in-particular received a separate vocab sheet meeting their own independent needs to fully understand the lyrics.

Student Learning Targets: I can...

Procedure and Student Engagement:
The lesson was implemented via smart-board with a google slide. Vocab was taught and prior learning was discussed as we learned further information about the facts of the Vietnam War. Student's were engaged as they were reading along via smart-board and had their own printout to highlight new vocabulary and important & meaningful lines/words throughout the lyrics. Student's volunteered to read through lyrics prior to listening to the song. The numerous pictures sparked conversation and questions throughout the lesson. Dialogue was student led after the video. Slides were posted on google classroom for student's to have notes to use for the upcoming exam. Student's were also encouraged to write a poem written about this time period to be shared with the class.

Assessment:
This was part of a unit that ultimately would have regents based questions on an exam.

Title III Consortia Resources and Other Supporting Materials
Technology was used via Chromebook, google translate, and the smart board.

Reflection:

The technology was critical for this lesson. The visuals and accompanying music made everything incredibly more meaningful. Re-teaching this I think further background knowledge about the children that were born during this time of war would be beneficial. For the students to have a better understanding about what the Vietnam population looked like prior to the war to better understand the line " These kids hit walls on every side, they don't belong in any place. Their secret they can't hide it's printed on their face."

2018-2019 Title III Learning Experience
I Hear America Singing - Walt Whitman

Name(s) of Teacher(s): Angela Tarquinio
District: Rockville Centre
School: South Side HS
Grade(s): 9th, 10th, 11th

English Proficiency Level(s):
Entering, Emerging, Transitioning, Expanding, commanding

ENL Program Model:
Stand-Alone

Lesson Context:
The teacher explained that Walt Whitman was a poet from the 1800's.   He liked to write about immigration. The teacher will have a conversation with the students regarding immigration. Why did you come to America? What reasons did your parents give you for making a move to the US? Students will be able to understand the meaning of a poem by matching the stanza with a visual aid.

Student Learning Targets: I can...

Content:
I can determine one or more themes or central ideas in a text and analyze its development.

Language:
I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

Technology:
I can create a digital storyboard in storyboardthat.

Procedure and Student Engagement:
The teacher will hand out the poem, "I Hear America Singing" and ask students to read the poem to themselves as the teacher reads it aloud. The teacher will ask students to highlight words that are unfamiliar to them. Elicit prior knowledge: Vocabulary- mechanics, blithe, carpenter, plank, beam. Students will log into storybookthat and notice 6 templates with a line from the poem over each box. Students will construct a picture that matches the idea of the line.

Assessment:
Students will present the pictures that they constructed to go with each line. Students will also annotate the poem. They will be given the poem broken into sections or chunks with space below each section to write a sentence that explains the line (in resources below).

Title III Consortia Resources and Other Supporting Materials
Storybookthat, poem translated into Spanish, google translate, CommonLit.org
https://www.commonlit.org/en/texts/i-hear-america-singing?search_id=19145477

Immigration Discussion Questions:
https://drive.google.com/open?id=0B1atMEaKGaDvRF9HUjJldDNhTFRydzQ0V0RtOEY4cWhjQWlr
Annotated Poem Template:
https://drive.google.com/open?id=0B1atMEaKGaDvV1ZoLVdEQWVHZVV4LTRnZGR0UkR4Q2VMNnBB

Student Work:
Entering -Erlis
https://www.storyboardthat.com/portal/storyboards/erlis/classroom-public/walt-whitman-poem2
Germa
https://www.storyboardthat.com/portal/storyboards/germap/classroom-public/walt-whitman-poem
Annotated Poem with complete sentences:
https://drive.google.com/open?id=0B1atMEaKGaDvV1ZoLVdEQWVHZVV4LTRnZGR0UkR4Q2VMNnBB
Emerging-Leo
https://www.storyboardthat.com/portal/storyboards/leoveloz/classroom-public/walt-whitman-poem
Nelson
https://www.storyboardthat.com/portal/storyboards/nelsonvargas/classroom-public/walt-whitman-poem
Transitioning-Almaris
https://www.storyboardthat.com/portal/storyboards/almarism/classroom-public/walt-whitman-poem
Expanding-Genis
https://www.storyboardthat.com/portal/storyboards/genisp/classroom-public/walt-whitman-poem
Commanding-Chris
https://www.storyboardthat.com/portal/storyboards/christophersantana/classroom-public/wall-man

Reflection:
After completing the lesson in its entirety students had a very good understanding of the poem. I think that by introducing the poem in StoryboardThat.com made the assessment process in which they had to write a sentence explaining each stanza was easier for them than if they were to try to annotate the poem without any visuals.

The students and I found that using the ipad was a little tricky with StoryboardThat. It is very touch sensitive. Some slides from the template disappeared and a duplicate slide was put in its place with the same caption. We couldn't figure out how to get it to go back to the original slide. The student had to sign out and lost all of the work because we didn't want to save the template with the duplicate slide. The student redid the assignment on the computer. We found that using this app on the computer was much easier, however, I do not have enough computers for all of the students. It took us more time to complete the assignment than expected.

In general, the students enjoyed using the technology, however, it did heighten the level of anxiety at times because as mentioned above, it is very touch sensitive. Sometimes it was difficult for the student to drag the picture they wanted into the appropriate box or the wrong picture would be dragged and then the ipad would freeze and students couldn't delete it unless they signed out and signed back in.

2018-2019 Title III Learning Experience
Walt Whitman - O Captain My Captain

Name(s) of Teacher(s): Keldya Volpi
District: Wantagh UFSD
School: Wantagh Middle School
Grade(s): 6th, 7th

English Proficiency Level(s):
Expanding

ENL Program Model:
Stand-Alone

Lesson Context:
This was a very exciting lesson for my ELLs. They used a couple of their favorite activities to complete the lesson's task and final project. I built their background knowledge by first introducing them to the poem, O Captain My Captain by Walt Whitman. Students understood Metaphor, Imagery, Tone and Mood as we analyzed the poem and created their own poem applying what they had learned.

Student Learning Targets: I can...

Content:
I can determine the meaning of words and phrases as they are used in a text, including figurative connotative meanings. Analyze the impact of specific word choices on the meaning, tone, mood, including words with multiple meanings.

Language:
I can choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Technology:
I can conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.

Procedure and Student Engagement:
We began this lesson by first watching a video on Walt Whitman, on who he was as a poet and person. Students took notes as they watched the video for later discussion. Additionally, this video served as our background knowledge in order to dive into the poem with the understanding of who Walt Whitman was as a young man then a writer. We then completed a KWHL chart in order to gather and organize important facts we had learned and wanted to learn. After that, we previewed the vocabulary, and read the poem. As we read I scaffolded by discussing each stanza and how figurative language was applied throughout the poem. Once students understood the entire poem we went on to Storyboardthat to analyze the metaphors of the entire poem and the plot twist. Then students followed the requirements and expectations with a rubric to develop their own Storyboardthat

applying what they had learned. Students developed storyboards which served as assessments of their understanding while applying figurative language to convey the topic and theme of their poems.

Assessment:
Rubric- Plot Twist
Students developed scenes on Storyboardthat to represent the plot twist events of O Captain My Captain. As part of their learning development, students followed and utilized a rubric for self assessment.
http://rubistar.4teachers.org/index.phpscreen=PrintRubricDownloadFile&rubric_id=2784837&

Title III Consortia Resources and Other Supporting Materials
https://www.storyboardthat.com/portal/storyboards/boudourisc/classroom-public/o-captain-my-captain-kwhl

https://www.storyboardthat.com/portal/storyboards/boudourisc/classroom-public/plot-twist

https://www.storyboardthat.com/portal/storyboards/bonillac/classroom-public/unknown-story2

https://www.storyboardthat.com/portal/storyboards/bonillac/classroom-public/unknown-story3

https://www.storyboardthat.com/portal/storyboards/loverdeg/classroom-public/unknown-story

https://www.storyboardthat.com/portal/storyboards/loverdeg/classroom-public/unknown-story3

Reflection:
During this unit, students were excited, involved and productive the entire duration of this lesson. At first, when I introduced the poet, students were curious and anxious to learn how the lesson would develop as they needed to gather information and understanding of the figurative language utilized throughout the poem. Now, as I reflect back I am proud and of their product and I also appreciate their anxiety. At first, I was not sure how much they would be able to accomplish for this unit, however, once again, they made me proud. They did their best as I scaffolded using supporting materials, samples, and organizers to gather details and create their own writing applying figurative language.

2018-2019 Title III Learning Experience
Walt Whitman

Name(s) of Teacher(s): Corinne Conroy
District: Westhampton Beach
School: High School
Grade(s): 9th, 10th, 11th, 12th

English Proficiency Level(s):
Transitioning and Expanding

ENL Program Model:
 Stand-Alone

Lesson Context:
 Students will be interpreting the theme of the Walt Whitman poem "O Captain! My Captain!".
Students previously read this poem and previously learned literary devices such as theme and
metaphor which they will be working with in this lesson.

Student Learning Targets: I can...
Content:
Interpret the themes, poetic techniques and symbols of Walt Whitman's poem "O Captain! My
Captain!"
Language:
Identify various literary devices.
Technology:
 Use nearpod to read information and respond to open ended questions.

Procedure and Student Engagement:
Students will be instructed to go to Nearpod where they will read and answer questions that will
activate prior knowledge by asking the students what they know about Abraham Lincoln as well as
previously learned devices such as metaphor and theme. Students will then reread the poem "Oh
Captain! My Captain" that we previously read as a class. Then the students will continue with the
nearpod and answer questions about the theme. Students will be asked to answer open ended
questions about how Walt Whitman influenced other writers, and if they think this poem is applicable
to any other presidents. Students are paired heterogeneously (transitioning and expanding together).

Assessment:
The questions given throughout the nearpod presentation.

Title III Consortia Resources and Other Supporting Materials
https://share.nearpod.com/hEr61it4EW

Reflection:
Nearpod was an amazing resource. Students were able to critically think, analyze and identify a poem
all while using their computer which makes them more engaged.

2018-2019 Title III Learning Experience
Using Poetry to Make Outside Text Connections

Name(s) of Teacher(s): Lauren O'Hearn, Nicole Spatz
District: Westhampton Beach
School: Middle School
Grade(s): 5th, 6th, 7th, 8th, 9th, 10th

English Proficiency Level(s):
Transitioning, Expanding, Commanding

ENL Program Model:
 Stand-Alone, Co-Teaching

Lesson Context:
 Students will analyze Walt Whitman's poem "The Learn'd Astronomer" before annotating and dissecting components of the poem. Students will then examine the popular band Coldplay's song "The Scientist" to then make text-to-self connections and text-to-text connections.

Student Learning Targets: I can...

Content:
I can analyze a text.
I can annotate a poem successfully.
I can analyze song lyrics.
I can make text to text connections.
I can make text to self connections.
I can determine the central idea of a paragraph.
I can determine common themes.
I can reference

Language:
I can read a song by Coldplay.
I can decode meaning within a poem.
I can discuss/share ideas with my classmates.
I can write in my graphic organizer.
I can successfully annotate each text.
I can listen to the music and understand the meaning.
I can paraphrase a text.
I can think about ideas of others and share mine as well.

Technology:
 I can use my computer to annotate.
I can use Google Docs to respond.
I can use my highlighting tool to assist me.

Procedure and Student Engagement:

Students will start the class with a Do Now question that prompts them to start brainstorming about the topic of the lesson. Students will be engaged throughout the entirety of the lesson because they will be given prompts to respond to in regard to the poetry and the music texts.
Different levels will be addressed with modifications to the texts.
Vocabulary will be introduced a day prior to the lesson.

Assessment:
Formative assessments will be conducted throughout the lesson through informal questions and teacher assistance.
A Summative assessment will be conducted at the end of the lesson with either an exam or work collected.

Title III Consortia Resources and Other Supporting Materials
Collaboration with peers to assist appropriate implementation of the lesson.

Reflection:
Using music as a connection with literature allows students to make a deeper connection themselves with what they read. Sometimes students listen to music not fully understanding the main message of the lyrics. It is an engaging lesson that allows students to mix personal interests with annotating and decoding literature.

2018-2019 Title III Learning Experience
Poet Webquest

Name(s) of Teacher(s): Nicole Spatz and Lauren O'Hearn
District: Westhampton Beach UFSD
School: Middle School
Grade(s): 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th

English Proficiency Level(s):
Transitioning, Expanding, Commanding

ENL Program Model:
Stand-Alone

Lesson Context:
This lesson will actively engage students. They will be able to use their laptops to research a poet of their choice. They will read a biography about the poet and some of their works. This lesson can be differentiated by the teacher while giving the kids their own choice.

Student Learning Targets: I can...

Content:
I can learn information about some of my favorite poets and present it appropriately in the graphic organizer provided.

Language:
I can read and understand the directions given.
I can read the information presented to me and write the gist of the information provided to complete the assignment.
I can effectively share my information through a class presentation.

Technology:
I can use my laptop and the internet to navigate through a given website.

Procedure and Student Engagement:
Teacher will model using Walt Whitman example. Students will work with either a partner or on their own to research the poet of their choice. Students will present the information to their classmates. Students have more than one task to complete on the graphic organizer.

Assessment:
Teacher will monitor the progress of the students as they work. Teacher will assess their work when they present.

2018-2019 Title III Learning Experience
Ace the English Regents: Part 3 Essay

Name(s) of Teacher(s): Monica Van Essendelft
District: Westhampton Beach
School: Westhampton Beach High School
Grade(s): 11th, 12th

English Proficiency Level(s):
Transitioning, Expanding, Commanding

ENL Program Model:
Stand-Alone, Integrated ENL Class

Lesson Context:
The students in this class are preparing for the English Regents. They need to be able to identify the central idea of a literary passage and explain how the author develops the central idea of the passage through the use of a literary device such as tone, repetition, characterization, imagery, .

Student Learning Targets: I can...
Content:
identify the central idea of a literary passage.
Language:
write a sentence stating the central idea of a literary passage.
Technology:
 use keyboarding skills to participate in nearpod lesson.

Procedure and Student Engagement:
The teacher will engage the students in various lessons on central idea over the course of weeks. The students will practice identifying a topic for various videos, poems, songs, etc. The teacher will model how to take the topic and develop a sentence that expresses a central idea. The students will participate in a Nearpod lesson in which they must identify examples and non-examples of central idea. The students will listen to America the Beautiful and write a statement that expresses the central idea. Individual feedback will be provided to each student.

Assessment:
After reading I Hear America Singing, students will write a statement that expresses the central idea of the poem.

Title III Consortia Resources and Other Supporting Materials
Nearpod- edited lesson on central idea- adapted from theme lesson

Reflection: Students were able to achieve the objectives of this lesson and expand from there. They were able to pass the English Regents. The nearpod lesson was engaging and I can certainly embed other technology into nearpod lessons in the future to continue to improve student engagement.

2018-2019 Title III Learning Experience
Poetry: "Where I am From..." poem. How does poetry contribute to our understanding of self, others, and the world?

Name(s) of Teacher(s): Monica Krawczyk
District: West Islip
School: West Islip High School and Udall Road Middle School
Grade(s): 7th, 8th, 9th, 10th, 11th, 12th

English Proficiency Level(s):
Entering - Commanding

ENL Program Model:
Stand-Alone

Lesson Context:
Please see Procedure and Student Engagement below...

Student Learning Targets: I can...

Content:
•   Gain knowledge about what poetry is.
•   Gain appreciation for poetry.
•   Analyze and discuss a poem.
•   Learn and review various literary tools.
•   Gain appreciation of the diversity of experiences among students.
•   Respect the diverse experiences, feelings

Language:
•   Use rich, vivid, and descriptive words in written and spoken language
         (imagery).
•   Learn literary terms.
•   Demonstrate ability to write a poem by fill in the blanks with words that they
          have chosen and that are meaningful to them.
•   Learn new vocabulary using thesaurus.
•   Recite their own poem using correct intonation and elocution.
•   Listen to, analyze and discuss a poem.
•   Read and analyze model poems.

Technology:
•   use chrome book to:
•   use thesaurus and dictionary
•   use google docs to write a poem
•   use WeVideo to create a movie

Procedure and Student Engagement:

Warm up:

What is poetry?

Do you like poetry? Why? Why not?

Do you read poetry in your native language?

Have you ever written your own poem?

Anticipatory Set:

- Vocabulary checklist
- go over the vocabulary

Teacher and Students will:

- review literary terms
- use notes or dictionary, if necessary
- listen to a poem
- read and analyze an example "Where I'm From" poem
- answer the poem analysis questions
- practice reading poems
- tips how to effectively read a poem – slide presentation
- record students reciting their poems

Lesson Focus:

- writing a poem
- learning new words
- practicing new words in writing and speaking
- reciting a poem
- recording of students' poems

Guided Practice:

Students will:

Watch Fanny Choi reciting her own poem – "Split Mouth"

Discuss and analyze the poem

Read model poems –Where I'm From"

Complete the handout – poem analysis questions

Independent Practice:

Pre-writing:

Students will:

Follow directions from the teacher's guide to brainstorm ideas for their poem

Use the graphic organizer to arrange their thoughts

Complete the graphic organizer

Writing:

Use information from the graphic organizer to write a poem

May use the provided template

Follow directions from the teacher's guide to finish the poem

Assessment:

Students' oral responses from warm up activities

Vocabulary checklist

Students' written responses to poem analysis questions

Students' oral responses to the poem "Split Mouth"

Poem graphic organizer

"Where I'm From" poem – draft

"Where I'm From" poem – final copy

Students recording their poems

Title III Consortia Resources and Other Supporting Materials
ipad, WeVideo

Reflection:
This was one of the most rewarding projects I have ever worked on with my ELLs. They all wrote the most amazing poems. At first when I told them that we would be working on poetry they all expressed no interest at all. After viewing and discussing "Split Mouth" by Fanny Choi my students could not wait to write their own poems. My ELLs came to the conclusion that poetry doesn't have to be boring or hard. Through the right amount of guidance my ELLs were able to write heartfelt and honest poems to express themselves. The use of a graphic organizer and a template was extremely helpful, especially for lower level ELLs. They all learned that writing poems can be very fulfilling and even therapeutic. They also gained a great appreciation for each other's diversity and cultural similarities and differences. Furthermore, listening to each other poems sparked many questions and conversation among all my ELLs. The outcome of this project exceeded my expectations.