

**2017-2018**



## **Nassau and Suffolk Title III Consortia**

**Learning Experiences/Lesson Plan Booklet**



**Lead Applicant:**

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



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# Elementary

## Amagansett UFSD: “Kindness Counts” by Shawn Mitchell

**Name(s) of Teacher(s):** Shawn Mitchell

**District:** Amagansett

**School:** Amagansett

**Grade(s):** K-3

**English Proficiency Level(s):** Transitioning/Expanding

**Lesson/Unit Title:** Kindness Counts

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching (Insert co-teaching model)

Objectives:

- Students will recognize and become familiar with English expressions found in song lyrics.
- Students will collaborate and share reasons why kindness matters.
- Students will illustrate what the lyrics mean to them.

**Description of Prior Learning:** Students have had an ongoing study in their Character Education classes discussing kindness and how to be an “upstander”. To better engrain and understand these concepts of virtue and desired character traits, we read stories and brainstormed the meaning of kindness. We also discussed ways that students have experienced being treated with kindness and shared ways they have been kind to others.

**Standards Addressed:**

- CCSS.ELA-Literacy.RI.3,RI.3.2, SL.3.1, SL.3.4

**BCCI NLAP –MAD/GLAD Linguistic Demands:**

- Speaking & Listening Anchor Standard 1, 2, 5
- Reading for Information Anchor Standard 4

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

1. *Review what it means to be kind. Have students share ways that a good friend is kind.*
2. *Listen to the song Count On Me.*
3. *Distribute lyric sheets and listen to the song again.*

4. Students will log onto Nearpod and continue the lesson virtually.

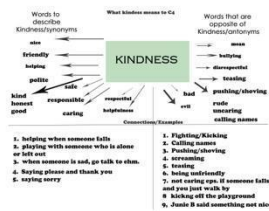
**Method(s) of Assessment of Student Learning:**

Summative: illustration, explanation of interpretation

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

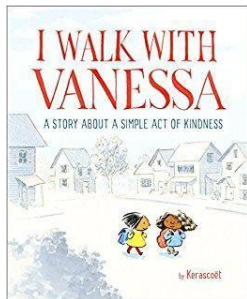
(Choose all that apply)

**Materials:** paper, colored pencils, glue, thinking map (brainstorm ideas throughout unit to be displayed), lyric sheets



**Consortium Software/Internet/Subscription sources:** Ipad, IPod, Nearpod, Yakkit

**Other References/Resources:** Song: *Count on Me* by Bruno Mars



**Reflection:**

Debbie and I worked with a variety of media with each student in Nearpod. As I get more familiar with Nearpod, I hope to find new and improved ways to use it. It was a great platform for students to express themselves and share their thoughts- I loved it!



## Babylon UFSD: “The Water Cycle” by Melody Wubbenhorst

**Name(s) of Teacher(s):** Melody Wubbenhorst

**District:** Babylon School District

**School:** Babylon Memorial Grade School

**Grade(s):** 4

**English Proficiency Level(s):** High Entry/Emerging

**Lesson/Unit Title:** The Water Cycle

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Science)  Co-Teaching (Complementary and Parallel)

**Description of Prior Learning:**

- General students had had one lesson on *The Water Cycle* from their workbook. They read a short passage on it and answered some comprehension questions. TESOL teacher parallel taught during this class going over reading passage's important points.
  - Words/concepts presented in this first lesson were: *Evaporation, Condensation, Sublimation, Precipitation, Transpiration and Run-off.*
- During standalone time, “Parts of the Earth” PPT served as an intro of what was to come. The vocabulary in this presentation either introduced new words for the first time or re-introduced words from previous lessons during the year. This presentation served to scaffold the upcoming Water Cycle lesson. Words in this presentation were: *sea, ocean, sky, forest, lake, mountains, river, hills, desert, volcano, glacier, sky, cloud, sun, rain, hot, cold, rainy.* (See *Parts of the Earth* PPT attached to this lesson.)

**CCLS English Language Arts Standards:** CCSS.ELA-LITERACY.SL.4.1, SL.4.2, RI.4.4, RI.4.5, SL.4.5

**BCCI NLAP –MAD/GLAD Linguistic Demands**

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**NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language):** Grade 4: Speaking and Listening 1, Receptive; Grade 4: Speaking and Listening 1, Productive; Grade 4: Reading for Information 4, Receptive & Productive; Grade 4: Reading for Information 5, Receptive & Productive

**CCLS Science Standard(s):** At this level, science is integrated into the K-5 Reading standards.

## **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

### **STANDALONE TIME: Pre-teaching and Review of certain words**

1. Present "Parts of the Earth" PPT to ELL student. Student will choral repeat the words. Teacher verifies comprehension if needed by asking simple questions.
2. The PPT "Parts of the Earth" is shown a second time. This time, with the help of built-in animations, the student will have to produce the words before they appear with the click of the mouse. The words, "cloud, rain, sun, water, ocean, river, sky" will be prompted to write in their ELL notebook with a simple, student drawing. (Like a Pictionary list).

### **INTEGRATED TIME: Day 1**

1. Students view NearPod presentation on HP laptops (class set) using Teacher Pace. Nearpod Presentation: <https://share.nearpod.com/55UloN2e5L>
2. Classroom teacher moves through presentation while TESOL teacher assists ELLs. TURN CLOSED CAPTIONS ON for multiple videos.
3. Starting at slide 6, (PPT) students take notes. Scaffolded ELL notes: Picture and term in Science notebook.
4. Slide 9 with "Bill Nye the Science Guy", the language is too elevated, but with assistance from the TESOL teacher, the main gist is conveyed. This is the last slide today.

### **INTEGRATED TIME: Day 2**

Students view NearPod presentation again, but this time the teacher (cooperating teacher or TESOL) shows the video song on slide 4 as a warm-up. Make sure Closed Caption is ON. Then move onto the quiz. (This is a formative quiz.)

### **STANDALONE TIME: Pre-teaching and Review of certain words**

Present "Parts of the Earth" PPT to ELL student with all the words hidden thanks to animations. ELL student will reproduce the word prior to reading it. Sing fun song on NearPod slide 4. Go over formative quiz on NearPod.

### **Continuation of learning**

ELL student delves into the Science workbook and fills out the terms they have learned. This is mainly done in the integrated class, but time is allotted for review and comprehension check during the Standalone time.

### **Specific Linguistic Demands** and paraphrasing examples used in this lesson series.

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- Use introductory phrases to present the topic. For example, "This text is about..."
- Use CALPs words to review key ideas. (see PPTs)
- Can you explain it to me?
- I learned that...
- Cause and effect words: because, so, since

- Signal words: however, but
- Compare and contrast words: like, unlike, similar, different
- Use Tier 1 words found in “Parts of the Earth” PPT, but then transition to Tier 2 words, including verbs of terminology: condense, evaporate, transpire, melt, hail, precipitate

### **Method(s) of Assessment of Student Learning:**

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**Formative:** Various due to length of lesson series

1. Mini-field trip around the school grounds pointing to different “Parts of the Earth” and telling me what they are.
2. Labeling a crosscut picture of earth on the Smart Board.
3. Labeling the different cycles of the Water Cycle on the Smart Board.

**Summative:** Modified classroom quiz on The Water Cycle

**Student Groupings:** Whole Class Small Group Pair Work Individual

### **Materials:**

Surface Pro or Chromebook

### **Consortium Software/Internet/Subscription sources:**

Nearpod and PowerPoint.

### **Other References/Resources:**

Pre-teaching lesson PowerPoint on “Parts of the Earth.”

Fourth Grade Science workbook.

PowerPoint: Water-Cycle-Terms (it was too large to merge into Nearpod lesson.)

### **Reflection:**

Visual stimulation encourages vocabulary retention. As they say, “A picture is worth more than one thousand words.” My student readily up took all new concepts and earned a mastery level on the Nearpod quiz (hovering 80%+). When I went over her mistakes the next day, they were due to language misinterpretation or carelessness, and not from misunderstanding the material. Nonetheless, the review of my formative quiz along with the wrong answers eked out a good review prior to her classroom summative quiz. My student took limited notes during these classes because the material was digitized.

## Babylon UFSD: “Whoever You Are” by Julie Zanghi

**Name(s) of Teacher(s):** Julie Zanghi

**District:** Babylon

**School:** Babylon Elementary School

**Grade(s):** 2

**English Proficiency Level(s):** Transitioning and Expanding

**Lesson/Unit Title:** Compare and Contrast

**Program Type:**

Stand-Alone ENL Class Integrated ENL Class (Insert Content Area) Co-Teaching (Team Teaching)

**Description of Prior Learning:**

After students were introduced to the topic of comparing and contrasting in the previous lesson, they completed an exercise with a partner where they had to figure out their similarities and differences about each other. They documented their similarities and differences in a Venn Diagram.

**Standards Addressed:**

CCLS English Language Arts Standard(s):

CCSS.ELA-LITERACY.L.K.5.A, SL.K.2

BCCI NLAP –MAD/GLAD Linguistic Demands:

MAD: Compare/Contrast and Evaluate the credibility of information presented in various formats

GLAD: Ask and Answer Questions to clarify and request information presented orally

Linguistic Demand: use vocabulary such as: similar, alike, different, compare, describe, as well as wh question words

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Motivation: Class will complete the edpuzzle activity that will be displayed on the smartboard

Teachers will give the students a book introduction and read them the book *Whoever You Are* by Mem Fox. Teachers will start a T chart one side listing similarities of people from different parts of the world, and one side listing differences. After modeling the T chart, students will assist in adding information to the chart using the information from the read aloud. Students will

turn and talk with a partner at certain points to discuss similarities or differences and will share with the class.

Next have the students work in pairs to do a matching activity. Each pair will be given statements (or pages) from the book. They will need to decide if the information on each paper expresses similarity or difference. (Each pair will only get 4 statements, 1 pair of similarity, 1 pair difference).

Students will then read a leveled book from their book baggie and receive the same T chart of similarities and differences. Students will fill out the chart with information from the book they are reading. Students will share with their partners during partner reading time.

Extension Activity: (Homework): Students will use their Venn Diagram from the previous lesson where students compared and contrasted themselves with a partner. Students will write (and illustrate) one sentence about one thing they had in common, and one sentence about something they found that was different about themselves. ELL students will receive sentence starters.

#### **Method(s) of Assessment of Student Learning:**

Formative: Teachers will monitor students turn and talks, teachers will monitor statement sorting

Summative: The T charts will serve as a measure of understanding and will demonstrate the effectiveness of the lesson

**Student Groupings:** Whole Class Small Group Pair Work Individual

#### **Materials:**

*Whoever You Are* by Mem Fox

Smartboard

Edpuzzle (compare and contrast)

T chart anchor chart and graphic organizer

#### **Consortium Software/Internet/Subscription sources:**

Edpuzzle: <https://edpuzzle.com/assignments/5ad3d65847906040fb80401b/watch>

**Reflection:** The students enjoyed this lesson. Students were engaged and excited by the edpuzzle app. Additionally, students loved the opportunity to compare and contrast themselves with a classmate, as well as share information from the lesson with their partner.

## **Bellmore UFSD: “Explorer/The Age of Exploration” by Jessica Barrett & Carolyn Buckley**

**Names of Teachers:** ENL Teacher - Jessica Barrett Co-Teacher 4<sup>th</sup> grade -Carolyn Buckley

**District:** Bellmore School District

**School:** Winthrop Avenue School

**Grade:** 4th

**English Proficiency Levels:** 1 Transitioning student / 2 Expanding students/2 Commanding students

**Lesson/Unit Title:** The Age of Exploration

**Program Types:** Combination of Co-Teaching Model: Team Teaching and Learning Stations / Stand Alone ENL Class

**Description of Prior Learning:** Students have been researching and learning facts about Explorers in Social Studies. Teaching methods include using videos, technology, pair work, and group work. Some of the topics in Social Studies included: The different explorers, challenges faced through their exploration, the effect of their discovery. Students in the Stand Alone ENL class have started previous guided research to strengthen their understanding of the topics. Then these students will become captains of their group and take a leadership role, helping to guide their group members through the research process.

**Standards Addressed:**

CCLS English Language Arts Standard(s): 4.RI.5, 4.W.4, 4.W.5, 4.W.7, 4.W.8, 4.SL.1

BCCI NLAP –MAD/GLAD Linguistic Demands: 4.RI.5, 4.W.5, 4.W.7, 4.W.8, 4.SL.1

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Day 1:

- In a small group, ENL setting, students participate in a Nearpod activity on The Age of Exploration, building background knowledge about the topic. The students are shown models and rubrics explaining that students will all be able to research an explorer and help to guide their group members within the whole class as group captains.
- The teacher connects to former lessons on The Age of Exploration unit that has been taught in the whole class setting. Students develop a list of explorers they are interested in researching.

Day 2:

- Students participate in a Gallery walk, where they read a paragraph and respond to pictures of 6 different explorers to gain more information.
- Then, students choose the explorer they want to research and present the information they have learned so far. Students give peer feedback and help each other with next steps and questions to guide their own research.

Day 3-4:

- The teacher models how students will research their explorers and utilize all the tools they have to gain more information. Students use Epic books, books from the library, and websites on their chromebooks to move through the guided questions to begin their research. Over the next couple of days students research and record the information they found about their explorer. The teacher conferences with students and gives feedback when necessary.

Day 5-6:

- In the co-taught classroom both teachers parallel teach and model how to work in the different roles within their groups (recorder, captain/discussion leader, question monitor, etc.) Students within the stand-alone ENL group will break apart and act as group captains. They will present their research within their small group and all students within the group reflect on any additional questions they have about their explorer. The questions students have will help guide their future group research.
- Over the next couple of days, students work in their groups to check their facts, elaborate on their information, and continue answering the additional questions they have about their explorer. Students work together in a variety of roles to discuss, research, and record information. Teachers continue to conference with groups and help guide students through the research process.

Day 7:

- The students participate in learning stations. The first 2 stations help students to review their research, editing and revising within their groups. The other 2 stations are teacher-led. At the teacher-led stations, each teacher models different presentation options.

After students complete each station they will meet within their groups to make a choice on how they want to present their research and the project they want to complete.

Day 8-10:

- Students begin working on different parts of their projects. With teacher and peer feedback students complete the revision and editing process of their writing and move on to typing their final piece on their Chromebooks. As students finish they will begin forming their display. Some options are slideshows, posters, and books. This work will be continued within the whole-class setting throughout the week.

Day 11:

- Within the stand-alone ENL setting the ENL teacher will model how students will create their explorer comic. Students will be able to add this one-page comic to their class presentations and make a comic book of explorers to display in their classroom library.
- After modeled, the teacher will help students brainstorm their story within a comic book template and use the rubric as a reference. Students will be provided with a variety of supports as necessary (some supports include: writing template/ graphic organizer, project model, sentence starters, visual checklist).

Day 12-14:

- Students will use book creator to create a one-page comic about their explorer. They will use a teacher-created rubric to help guide their project. Students will focus on different components such as character dialogue, accurate facts, and visual display. The teacher will help guide their project and support students as needed. Students will work at their own pace with different levels of support to complete each section of the project.

Day 15:

- After the project is fully assembled and students have practiced their group presentations students will have a project celebration. Students will be presenting their whole projects to their class and will be giving peer feedback to each other.



**Method(s) of Assessment of Student Learning:**

**Formative:** Group Project (choice of slideshow, poster display, book).

**Summative:** Plickers Quiz

**Student Groupings:** Individual research then, group work to complete their explorer project.

**Materials:** Chromebooks/Smart Board, iPads, Epic books, Explorer books from the library.

**Consortium Software/Internet/Subscription sources:** Nearpod, Plickers, Epic books, Book Creator app

**Other References/Resources:** Social Studies Text Articles, books about explorers from the library

**Reflection:** I think providing students with access to the material in different ways using different technology such as Nearpod, Epic books and Book Creator throughout the unit proved to be very helpful and motivating to the students. I used Book Creator for my final project and would love to explore it more with my students. For this project we used the comic book template but I can see how all of the other features of the program would be helpful when creating books and other projects in the future. This was also a great way for some of my more artistic students to shine. I will definitely be offering Book Creator as an option when giving students choices in how they want to “show what they know” for other units and topics.

## **Bellmore UFSD: “All About Books: Snapshots of 1<sup>st</sup> Grade Authors” by Susan Bella & Cathy Schriver**

**Name:** Susan Bella, Cathy Schriver

**District:** Bellmore School District

**School:** Reinhard Elementary

**Grade:** 1

**English Proficiency Level(s):** Emerging, Transitioning

**Lesson/Unit Title:** All About Books

**Program Type:** XStand-Alone ENL Class XCo-Teaching

**Description of Prior Learning:** Students were introduced to Nonfiction with several mentor texts. There were lessons in which the students discussed and shared what they knew and learned about nonfiction books. The students learned the importance and purpose of pictures, graphics, glossary, index, table of contents.

### **Standards Addressed:**

CCLS ELA Standards: W.1.2, W.1.5

BCCI Linguistic Demands: Standard 2, Standard 5

Next Gen Standards: 1W2

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Over many lessons during writing workshop, the students wrote and published books about animals/sea creature they had knowledge of. Lessons about how and why an author organizes information, pictures, photos, and text were presented to the students. The students also learned about different types of graphic features that can be included in nonfiction writing.

Choosing a Topic:

1. The students chose an animal/sea creature they had knowledge of.

Planning and Draft Writing:

2. The students created a Table of Contents corresponding with each page of their book.
3. The students wrote facts about the description of their animal/sea creature, where it lives, what it eats, interesting facts, and drew and labeled a diagram.
4. The students shared their ideas and asked questions with peer partners.

5. The students sketched pictures for each page which gave them opportunities to include more information about their animal/sea creature.

Editing:

6. With teacher guidance during mini lessons and conferencing the students edited their work.
7. The students were given a checklist for capitalization and punctuation.
8. The students were asked if the information they wrote matched what they sketched in their picture.

Publishing:

9. The students wrote their published pages.
10. The students researched pictures on the internet and included some of them for their book.
11. The students glued the pages on color paper and they were bound into books.

iPad

12. Using the bunceee app, the students chose a background that was appropriate for their topic.
13. The students were video recorded, and voice recorded reading a page of their book.
14. A picture of a page from the book was inserted on the bunceee page.

### **Method(s) of Assessment of Student Learning:**

During writing workshop, the students were instructed as a whole class and in a small group. At different times the students worked with partners during turn and talk activities and during peer editing activities. The teachers progress monitored the students throughout the writing process. The teachers observed the students learning and conferenced with each student as needed. The teachers gave the students guidance and support as they worked independently.

**Student Groupings:** XWhole Class XSmall Group XPair Work X Individual

**Materials:** Nonfiction mentor texts and other animal/sea creature books, drafting and publishing paper

**Consortium Software/Internet/Subscription sources:**

Smartboard, google web browser, iPad, bunceee app

**Student Work:**

<https://app.edu.bunceee.com/bunceee/6C249FA057CA4EFEB39C1882C579DEF8>

**Reflection:** This was a fun project for the students. They enjoyed learning using the iPad and Buncee app. The Buncee app is student friendly which makes it easy for 1<sup>st</sup> graders to use.

# Bethpage UFSD: “Community Helpers and their Needs” by Alexandria Olsen

**Name(s) of Teacher(s):** Alexandria Olsen

**District:** Bethpage UFSD

**School:** Central Boulevard Elementary School

**Grade(s):** 1

**English Proficiency Level(s):** 1 Entering & 3 Expanding

**Lesson/Unit Title:** Community Helpers and their Needs

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching

**Description of Prior Learning:** Students learned about the differences between needs and wants and identified their personal needs and wants. They have also begun learning about their community and members within.

**Standards Addressed:**

CCLS ELA Standards (required): RI.1.7, SL.1.1, SL.1.1.B

BCCI Linguistic Demands (required):

- *I think that \_\_\_\_\_ would need \_\_\_\_\_ to \_\_\_\_\_.* (ex: I think firefighters would need hoses to put the fires out.)
- *I agree with \_\_\_\_\_ because \_\_\_\_\_.* (ex: I agree with \_\_\_\_\_ because the firefighters’ job is to put out the fires.)
- *I think that \_\_\_\_\_ also need \_\_\_\_\_ because \_\_\_\_\_.* (ex: I think that firefighters also need ladders because they need to climb up tall buildings.)

Next Gen Standards (required): 1W7

Social Studies Scope & Sequence: Community Workers 1.10b, 1.10c (Standards 4, 5):

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- Teachers and students will review the definition of needs.
- Teachers will activate students’ prior learning by displaying a map of the community and explaining how community helpers also have needs to complete their jobs. Students will then watch a BrainPop JR video about Community Helpers.
- In small groups, students will *visit* different community places (i.e. firehouse, school, police dept., etc.) and listen to books (via EpicBooks!) to learn about the community helpers and their specific jobs.

- Students will fill out attached worksheet using information taken from the reading.
- As a whole group, students will discuss the community helpers' needs.
- Students will then fill out an exit ticket to display understanding.

### **Method(s) of Assessment of Student Learning:**

**Formative:** Throughout the lesson, teachers will be observing the students and taking note of:

- their ability to dissect information from the videos and text.
- their ability to take part in collaborative conversations in small and whole groups.

**Summative:** At the end of the lesson, students will fill out an exit ticket about one community member and list at least two needs that they may have.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

### **Materials:**

- SMARTBoard
  - Play Community Helpers on BrainPop JR.
  - <https://jr.brainpop.com/socialstudies/communities/communityhelpers/>
- Needs and Wants Anchor Chart
- Attached worksheets
- iPads/Chromebooks
  - to retrieve Epic Books for different community helpers
    - Firefighters: <https://www.getepic.com/app/read/25729>
    - Librarians: <https://www.getepic.com/app/read/25731>
    - Mail Carriers: <https://www.getepic.com/app/read/25733>
    - Police Officers: <https://www.getepic.com/app/read/25739>
    - Teachers: <https://www.getepic.com/app/read/25741>
- pencils
- Attached Exit Ticket

### **Consortium Software/Internet/Subscription sources:**

- BrainPop JR
- Epic Books!

### **Reflection:**

This was a fun lesson! Co-teaching was new to me, but it was a wonderful learning experience. With the help of the general education teacher, we were able to reach the diverse needs of our students by integrating technology and working in both small and large groups. All in all, the students were very engaged in their independent centers of learning about the different community helpers. This is definitely a lesson that I would like to repeat in the future, and add more resources!

## Bethpage UFSD: “*Bridge to Terabithia: Comparing and Contrasting Characters*” by Keri Kemmann

**Name of Teacher:** Keri Kemmann

**District:** Bethpage

**School:** Central Boulevard School

**Grade:** 5

**English Proficiency Level(s):** Transitioning (1) Expanding (1)

**Lesson/Unit Title:** *Bridge to Terabithia*

**Lesson:** Students will be able to make inferences about characters.

**Program Type:** Co-Teaching (grade 5, ICT)

**Description of Prior Learning:** Students have read the first three chapters of *Bridge to Terabithia* and have discussed observations about Jess and Leslie using words and phrases from the text.

### **Standards Addressed:**

CCLS ELA Standards:

- 5.RL.2, 5.RL.10, 5.RF.4, 5.RF.4a, 5.W.9, 5.L.4 CCLS Math Standards: N/A

CCLS SCi Standards: N/A

BCCI Linguistic Demands:

- RL.5.1, RL.5.2, RL.5.3, RL.5.3, RL.5.4, RL.5.4

Next Gen Standards:

- 5R1, 5R2, 5R3, 5RF4, 5W1

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

1. Learning Target and Review: students will read the learning target (on the Smart Board, visible to students): *I can make inferences about characters.* We will briefly review the first three chapters of *Bridge to Terabithia* and our initial observations about Jess and Leslie.
2. Access Prior Knowledge: students will “turn and talk” with a partner to discuss their observations about Jess and Leslie from the text and predict how their friendship might continue to develop.

3. Whole Group: students will enter their code and join the Nearpod lesson “Bridge to Terabithia.” They will use the Collaborate board to respond to the question “Is it possible for a boy and a girl to be good friends?” Students will take turns sharing their responses with the group. <https://share.nearpod.com/hpZhSaZICM>
4. Small Group: students will reread pages 38-47. We will discuss how Jess and Leslie feel about establishing Terabithia and how they interact with each other. We will discuss how at first they acted differently at school, then eventually became “careless” about their friendship (p. 43).
5. Students will use Nearpod to respond to the open-ended question “what does it mean that Jess and Leslie ‘grew careless’ about their friendship”? Students will share their responses and respond to each other’s posts.
6. Students will complete a graphic organizer to collect observations about Jess and Leslie using the text (pages 37-45). The teacher will support students by directing them to meaningful portions of the text.
7. Exit Card: Students will write one inference each about Jess and Leslie using the evidence from their graphic organizer.

#### **Method(s) of Assessment of Student Learning:**

##### **Formative:**

Ongoing assessment through Nearpod Collaborate Boards and informal observations throughout the lesson.

##### **Summative:**

Exit card responses will indicate students’ understanding of inferring based on text evidence and background knowledge.

##### **Student Groupings:**

Whole class & small group

##### **Materials:**

*Bridge to Terabithia* by Katherine Paterson

Chromebooks

##### **Consortium Software/Internet/Subscription sources:**

Nearpod: <https://share.nearpod.com/vsph/i1NysHVTMu>

Students will activate prior knowledge by making predictions about the text using the Nearpod platform (Open-Ended Questions, Collaborate Boards, Quizzes)

**Other References/Resources:**

Terabithia.com: the Official Site of Author Katherine Paterson

**Reflection:** General education students and ELs really enjoyed Nearpod. The Collaborate Boards were especially appealing to them because they could “like” each other’s posts and respond to them. The Open-Ended Questions allowed the teachers to assess students’ work and understanding on the spot and use that information to make decisions about future instruction.



## Cold Spring Harbor CSD: “Chinese New Year” by Lorie Siegel & Kim Villa

**Name(s) of Teacher(s):** Lorie Siegel (ENL Teacher) and Kim Villa (Classroom Teacher)

**District:** Cold Spring Harbor

**School:** Goosehill Primary School

**Grade(s):** 1

**English Proficiency Level(s):** 1 expanding student

**Lesson/Unit Title:** Chinese New Year

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class *(Insert Content Area)*  Co-Teaching = Station Teaching

**Description of Prior Learning:** The whole class has discussed Chinese New Year briefly.

**Standards Addressed:**

**CCLS ELA Standard: Reading for Information 7**

**BCCI Grade 1 (RI.1.7)**

**MAD:** Synthesize and Evaluate Content Presented in Various Formats

**GLAD:** Describe Key Ideas by Using Illustrations and Details.

**CCLS ELA Writing Standard 8**

**BCCI- Grade 1 (W.1.8)**

**MAD:** Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism.

**GLAD:** With Guidance and Support, Recall and Gather Information to Answer a Question.

**CCLS Social Studies Standard 1.1**

**Procedure (What the Teacher(s) Does/Do & What the Students Do):** The classroom teacher and I split the class in half to teach different aspects of Chinese New Year. My co-teacher was teaching the children the story of how the Chinese zodiac came to be. I was teaching all about Chinese New Year such as the story of how the New Year began and how people celebrate. The students taught each other in class after a few days of station teaching. After that, our 2 groups of students presented what they had learned to the whole school.

Immediately after we separated, I began the Nearpod lesson. Nearpod asked students what they knew about Chinese New Year. My ELL went on to describe many details about how she celebrated with her family with the class. A few others chimed in, but she felt important and accepted. For the next few days, we all referred to my ELL with questions. Following the discussion, the Nearpod lesson told the story of Chinese New Year, which my ELL confirmed. Students even asked her a few questions. The Next day, we continued the Nearpod. Nearpod asked the students a few questions about the story of Chinese New Year and this was an adequate formative assessment for me to see if the students were following along. Next, the Nearpod gave all the details about how Chinese New Year is celebrated with questions interspersed.

The following day, students all read various non-fiction library books on Chinese New Year. While reading, students were asked to report back to me with an aspect of Chinese New Year that they would like to report on. I met with each student.

The next day, I modeled a few sentences about one aspect of Chinese New Year. The students used this anchor chart to write about one aspect of Chinese New Year. We tried to write about all different features of Chinese New Year. The students wrote a rough draft, final copy, and illustrated their sentences.

The following day, my half of the class paired up with the students from the other half of the class and read them their Chinese New Year facts. The other students shared with them in pairs about their zodiac animal. Then each full group presented to one another.

**Method(s) of Assessment of Student Learning:**

**Formative:** Nearpod questions embedded in the Nearpod lesson

**Summative:** Writing pieces created by the students

**Student Groupings:** Whole Class Small Group Pair Work Individual

*(Choose all that apply)*

**Materials:** Nearpod presentation, [It's Chinese New Year](#) by Richard Sebra, [Bringing in the New Year](#) by Grace Lin, [My First Chinese New Year](#) by Karen Katz, writing paper, construction paper

**Consortium Software/Internet/Subscription sources:** Nearpod.com

**Other References/Resources:**

**Reflection:** Although the iPads were not functioning properly on the day I used Nearpod, I feel the students really enjoyed and benefited from using the Nearpod lesson. The formative assessment would have been more appropriate and beneficial if each child had their own iPad, but I had students show me with their hands which answer they would choose.

## East Islip UFSD: “Classifying Animals” by Derek Blieberg

**Name(s) of Teacher(s):** Derek Blieberg

**District:** East Islip

**School:** R.C.K.

**Grade(s):** 3<sup>rd</sup>

**English Proficiency Level(s):** Transitioning / Expanding

**Lesson/Unit Title:** Classifying Animals

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching (Insert co-teaching model)

**Description of Prior Learning:** Students have been learning how different animals are classified as part of their science curriculum.

**Standards Addressed:**

CCLS English Language Arts Standard(s): (required) RI 3.1, 3.2, 3.4, 3.7. / RF 3.3, 3.4 / SL 3.1b, 3.1c

BCCI NLAP –MAD/GLAD Linguistic Demands: (required) Use question forms to elicit exchanges from peers or adults. Use sentence structures that facilitate linking comments. Use introductory phrases to refer explicitly to the text. Use who, what, where, why and how question forms based on the text. Use own words to recount, following the same sequence as the text presents. Identify tier 1, tier 2, and tier 3 words in a text. Use words and phrases to explain the information gained. Use words and phrases to explain the information gained from the text and the illustration.

CCLS Science Standard(s): (if applicable)

**Procedure (What the Teacher(s) Does/Do & What the Students Do):** First the teacher introduced anticipated difficult words the students would experience in the reading on the Smartboard. Then teacher introduced new topic for the day, Fish, using the Nearpod website. Students then took turns reading (the reading given as a hard copy, in addition to being displayed on Nearpod). Each time the students found a key characteristic that would help to classify an animal as a fish the students highlighted it. Following each section the students would complete one or two text-based questions on Nearpod (using iPads). Students were required to go back into the reading and underline where they found their answers. Teacher would then review questions with the students. At the conclusion of the reading the students completed a five question quiz that focused on a fish’s characteristics. Next, the students had to

complete the Fish flipbook page, where they would write down the characteristics of a fish and then write some examples of different fish they knew. Lastly, the students completed an exit ticket.

**Method(s) of Assessment of Student Learning:**

Formative: Questioning throughout lesson, exit ticket, flipbook page

Summative: Quiz

**Student Groupings:** Whole Class Small Group Pair Work Individual

**Materials:** Smartboard, iPads, Nearpod presentation, Fish reading, Fish flipbook page, Exit Ticket

**Consortium Software/Internet/Subscription sources:** Nearpod, iPads

**Other References/Resources:** Readworks, Rewordify, Teacher created flipbook (teachers pay teachers)

**Reflection:** The lesson was well-received by the students and they really enjoyed the style of learning that was taking place. The use of Nearpod, along with the iPads, immediately grabbed the student's attention and interest. The variety of activities and various forms of interactions (questions, illustrations, field trips) the students can have with the program really got the students engaged and motivated to learn.

## East Islip UFSD: “Living Things” by Krista Caruso

**Name(s) of Teacher(s):** Krista Caruso

**District:** East Islip

**School:** Connetquot Elementary School

**Grade:** Kindergarten

**English Proficiency Levels:** Entering - Expanding

**Lesson/Unit Title:** Living Things

**Program Type:** Co-Teaching

**Description of Prior Learning:**

Students have been learning about living vs. nonliving things in science. They’ve been exposed to several non-fiction books to learn about the characteristics of a living thing vs. a non-living thing. Students have also done a sorting activity to demonstrate their knowledge of the differences between living and nonliving things.

**Standards Addressed:**

CCLS English Language Arts Standard(s): **W.K.2, SL.K.6, L.K.1**

BCCI NLAP –MAD/GLAD Linguistic Demands: (required): **W.K.2, SL.K.6**

Next Generation Learning Standards: **ESS3.A**

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Students will choose a living thing they would like to write about. Students will first draw a picture of the plant or animal they chose and then they’ll participate in a shared writing activity in which they will refer to an anchor chart from a previous lesson to describe why it is living.

The teacher will model using an example of a tree. The teacher will write: *A tree is a living thing. It needs sunlight and water to grow.* Students will then write: *A \_\_\_\_ is a living thing. It can/needs \_\_\_\_.*

Teacher will then upload all student illustrations to the Chatterpix Kids app, simply by taking a picture of each drawing with the iPad.

Students will each read their writing aloud, as the teacher records them in Chatterpix Kids. After recording, students will then “cut” a mouth for their plant/animal to talk from. Also they will use the “text” option in to type their names, as well as add stickers of their choice to their illustrations.

Once all recordings are complete, teacher will export them to the iPad camera roll and use those files to create an iMovie of all Chatterpix recordings.

**Method(s) of Assessment of Student Learning:**

Students will be formatively assessed during class discussions about the characteristics of living things, as well as with both whole class and independent sorting activities. The summative assessment for this lesson will be the students' final writing piece.

**Student Groupings:** Whole Class; Small Group; Individual

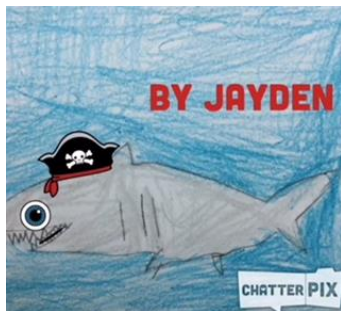
**Materials:**

- anchor chart: Living things can/need...
- kindergarten-lined writing paper
- iPads

**Consortium Software/Internet/Subscription sources:** Chatterpix Kids (free app); iMovie

**Reflection:**

Overall, I thought this project went really well. I loved that we were able to bring the students' illustrations of living things to life with their own voices. The Chatterpix app is also VERY kid-friendly and engaging. The students especially loved that they could easily add their own stickers to their drawings. One important thing to note when recording is that the child must speak loudly into the microphone in order for the "mouth" to move. The louder the voice, the more the mouth moves. This was definitely difficult for some of my quieter students who had to record multiple times.



## East Islip UFSD: “Empathy: Teaching Tolerance” by Diana Chiofalo

**Name(s) of Teacher(s):** Diane Chiofalo

**District:** East Islip

**School:** JFK Elementary

**Grade(s):** 5

**English Proficiency Level(s):** 5th grade Emerging/Transitional/Expanding

**Lesson/Unit Title:** Empathy, Teaching Tolerance

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching 5<sup>th</sup> grade/Content

**Standards Addressed:**

CCLS English Language Arts Standard(s): (required)

~ I can read grade level texts with accuracy, expression and appropriate rate.

~ I can draw conclusions, support ideas with details and examples and cite evidence.

~ I can use a variety of transitional words, phrases, and clauses to manage the sequence of events.

~ I can use concrete words and phrases to express my thoughts.

BCCI NLAP –MAD/GLAD Linguistic Demands: W.1, W.5.1

Essential Question: What does it mean to put yourself in someone else’s shoes?

Lesson Objectives: Understand empathy, and the difference between empathy and sympathy

*If applicable, include Next Generation Learning Standards*

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

In preparation of the ‘Sports in America, Jackie Robinson-module, students have experienced a lesson about empathy. Additionally, they have learned the difference between empathy and sympathy.

Lesson Vocabulary: empathy, sympathy, silver lining, emotions, character traits.

There are 3 iPads for a group of five students to share. This is a Nearpod Lesson where students will write their responses directly on I-Pad

1. Teacher will play video entitled “Put Yourself in Someone Else’s Shoes”.
2. Students will then write their own definition of what they think ‘empathy is.
3. Discussion and definition of empathy and sympathy will ensue.
4. Students are then presented with readings and scenarios where they have an opportunity to experience empathy first hand.
5. Students will be asked to Think-Pair-Share during certain scenarios.
6. Students will re-write a story to demonstrate empathy.
7. Teacher and students will review learnings and lesson objectives.
8. Students will be asked to explain the expression “putting yourself in someone else’s shoes.”
9. Students will be asked: “Do you think you will take more time to understand how people are feeling?”

**Method(s) of Assessment of Student Learning:**

Formative: Throughout the lesson students will be assessed using formative questions. They will write their responses and we will continually be reviewing.

**Student Groupings:** Whole Class Small Group Pair Work Individual

**Materials:** Smartboard, iPads

**Consortium Software/Internet/Subscription sources:** Nearpod, iPads, laptop

**Other References/Resources:**

**Reflection:** I think as a result of this lessons students will take more time to understand how people are feeling. I also believe they truly understand the difference between empathy and sympathy.



## East Islip UFSD: “Writer’s Workshop: Opinion, Text Type Review” by Jenny O’Connell & Donna Beal

**Name(s) of Teacher(s):** Jenny O’Connell and Donna Beal

**District:** East Islip

**School:** Timber Point Elementary

**Grade(s):** Self Contained , 1<sup>st</sup> and 2<sup>nd</sup> grade

**English Proficiency Level(s):** Transitioning

**Lesson/Unit Title:** Writer’s Workshop Opinion Text Type/Review

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching (Insert co-teaching model) Co-Teaching- ELA Writing

**Description of Prior Learning:** Currently, we are co-teaching using our district’s writing program, The Distinctive Educator’s Institute. We are working on the writer’s workshop unit entitled “Opinion Text Type/Review”. Various mentor texts were read aloud and shown to students to model opinion statements, vocabulary associated with opinions, and identifying the difference between narrative writing and opinion/persuasive writing.

**Standards Addressed:**

CCLS English Language Arts Standard(s): (required)

BCCI NLAP –MAD/GLAD Linguistic Demands: (required)

CCLS Mathematics Standard(s): (if applicable) RI.1.1,RI.1.4,W.1.1W.1.2, 1W.3

CCLS Social Studies Standard(s): (if applicable)

CCLS Science Standard(s): (if applicable)

*If applicable, include Next Generation Learning Standards*

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)* Each teacher worked with students throughout the stages of writing as stated in our writing program. During the selecting phase, students selected an opinion writing piece they had previously written. This piece had to be of interest to them, and students also needed to include background information in their writing. Students then used a graphic organizer to collect and organize their topic.

**Method(s) of Assessment of Student Learning:**

Formative: Students were able to generate ideas to form opinion statements, which included detailed reasons, for things they would like to change in their community, at their school, or at their home.

Summative: Using the app chatterpix kids, students chose a background for their chosen writing piece. Next, students used their fingers to draw a mouth on their background, in order to make this portion speak. Finally, students were able to read and record their opinion statements with reasonings.

**Student Groupings:** Whole Class Small Group Pair Work Individual

*(Choose all that apply)* This was a whole class lesson. The reading and recording portion of this lesson was done individually, using the app chatterpix kids.

**Materials:** Graphic organizers, charts, and mentor texts were all part of the Distinctive Educator's Institute writing program. The app that was used is chatterpix kids.

**Consortium Software/Internet/Subscription sources:** iPad

**Other References/Resources:**

**Reflection:** Students were excited to create their speaking character on the iPad. They truly enjoyed reading and recording their writing pieces!

## East Quogue UFSD: *“Together We Stand”* by Grisel Baltazar, Toni Arnone & Nicole Larkin

Name(s) of Teacher(s): Grisel Baltazar, Toni Arnone, and Nicole Larkin

District: EQFSD

School: East Quogue Union Free School

Grade(s): K-6

English Proficiency Level(s): Entering - Expanding

Lesson/Unit Title: Together We Stand

Program Type: Integrated ENL Class Co-Teaching/collaborative school-wide project

### **Description of Prior Learning:**

Multicultural Education: cultural awareness( established school-wide activities that support multicultural themes), in depth studies of various countries within each grade level culminating with a cultural community fair.

### **Standards Addressed:**

#### **CCLS English Language Arts Standard(s):**

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Teacher implements several lessons on their country being studied; utilizing graphic organizers, PowerPoints, videos, read alouds, realia, the arts and music.

Students create a country display board to showcase their learning at the community cultural fair. The gathering of information for this project promotes knowledge of global diversity and understanding.

World drumming students learned and performed ethnic songs using conga drums and other percussion instruments guided by their music teacher.

6th grade soloists learned and performed under the guidance of our music teachers, “Place in This World” and “Journey to the Past.”

Parent involvement:

World music DJ

Guitarist- Irish music (acoustic guitar)

Various international homemade dishes

Traditional costumes/clothing and artifacts

**Method(s) of Assessment of Student Learning:**

Summative: Classroom country board and classroom books

**Student Groupings:** Whole Class /Small Group

**Materials:** display boards, computers, books, art materials for murals, interactive books, artifacts, videos, country study organizers, photographs, musical instruments, etc...

**Consortium Software/Internet/Subscription sources:** iMovie

**Other References/Resources:** teacher pay teachers, library, various websites.

**Reflection:** Culture brings forth unity, compassion, and understanding of languages as well as diversity. This school wide collaborative project between teachers and parents has been an enriching experience which has brought a robust authentic learning experience for all our students.

## East Williston UFSD: “Virtual Field Trip Exploration” by Cie Antogiovanni

**Name(s) of Teacher(s):** Cie Antogiovanni

**District:** East Williston

**School:** North Side

**Grade(s):** 4

**English Proficiency Level(s):** Transitioning & Expanding

**Lesson/Unit Title:** Exploring Cultures through Virtual Field Trips

**Program Type:**  Integrated ENL Class

**Description of Prior Learning:** Students will learn about the country of England through an informational text and authentic letter from an international student. Students have been studying the different aspects of what makes a culture and how cultures are different.

**Standards Addressed:**

CCLS ELA Standards (required): **ELA-LITERACY.R1.4.7, ELA-LITERACY.SL.4.1**

**BCCI Linguistic Demands (required): SL.4.1**

**Next Gen Standards (required): Literacy 4W2c, 4SL1**

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- Teacher will introduce the topic culture of England
- Students will read an international student’s letter to the students
- Teacher will introduce and demonstrate NEARPOD Virtual Field Trip “Explore England”
- Students will have the choice of using an iPad or Chromebook for the Virtual Field Trip exploration
- As a whole group, the students will do the beginning slides and questions together (teacher controlling which screens students are on)
- Students will spend 3-5 minutes exploring each of the four interactive visitation slides of the Nearpod Virtual Field Trip.

- Students will identify the specific visitation points of interest within each of the four visitation slides
- Students will answer questions on Nearpod slides
- Students will be paired to discuss the destination and write a small reflection on the virtual field trip
- Class will come together to discuss the differences and similarities England has with the United States

**Method(s) of Assessment of Student Learning:**

**Formative:** Students will be assessed based on participation in paired and small-group discussions of their research on Nearpod VR.

**Summative:** Students will be assessed based on the development of their ideas in written reflections on their virtual field trips

**Student Groupings:** Whole Class Small Group Pair Work Individual

**Materials:** iPads, ChromeBooks, pencils, paper, prior learning materials (letter, informational text), smartboard,

**Consortium hardware:** iPads

**Consortium Software/Internet/Subscription sources:** Nearpod VR lesson library:

<https://share.nearpod.com/3W6BqQgeWM>

<https://nearpod.com/s/social-studies/kindergarten/lets-visit-stonehenge-L35457742>

<https://nearpod.com/s/social-studies/kindergarten/lets-visit-the-tower-of-london-L35458010>

**Reflections:** Students were excited and extremely engaged throughout the lesson. As a class we found that the iPads worked much better than the Chromebooks in the Virtual Field Trip. Students using the iPad were able to explore while walking and moving the iPad around to see the different views. One major downfall was the time constraint. Some students required more time in answering the questions and held the rest of the class up from moving forward. We were unable to get through the entire lesson as result of the time hold up. Moving forward, I will set a specific amount of time to complete the questions by using a timer. Another takeaway from the lesson was including a printed graphic organizer for the lesson as well as the graphic organizer in the lesson.

## **Garden City UFSD: “Vocabulary Unit 11: Definition, Parts of Speech, Synonyms, Antonyms” by Billy Kupferman & Tia Albig**

**Name(s) of Teacher(s):** Billy Kupferman / Tia Albig

**District:** Garden City

**School:** Stratford Avenue Elementary

**Grade(s):** 4

**English Proficiency Level(s):** Commanding

**Lesson/Unit Title:** Vocabulary Unit 11: Definitions, Parts of Speech, Synonyms, Antonyms

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching (Push in model)

**Description of Prior Learning:** Students were familiar with parts of speech, antonyms, and synonyms. They had experience writing sentences for vocabulary words, and creating sentences with antonyms and synonyms.

Prior to beginning this lesson, the ENL teacher presented the Buncee program to the class as a whole. Students were taught how to access their accounts and were then shown the basics of the website/app. Students were then given time to explore the program.

**Standards Addressed:**

CCLS English Language Arts Standard(s): Language 4.1, Language 4.3, Language 4.4, Language 4.6, Speaking and Listening 4.5

BCCI NLAP –MAD/GLAD Linguistic Demands: Reading For Information 4.4, Reading For Information 4.7

Next Generation Learning Standards: Craft and Structure 4R4, Comprehension and Collaboration 4SL2, Presentation of Knowledge and Ideas 4SL5, Vocabulary and Acquisition Use 4L4

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

1. Classroom teacher assigns the class a vocabulary unit. All students are responsible for learning and working with all vocabulary.

2. Words are then assigned to the students for further explanation through Buncee. One word is given out per two students. Students do not work together. One student creates a slide that includes the definition, part of speech, and an example sentence (one for every part of speech). The second student creates a slide that includes the words synonyms and antonyms. These synonyms and antonyms are also to be used in a sentence.

3. As students are working, both the classroom and ENL teacher interact with students to make sure they are on track. Teachers address issues such as layout, font being lost in the background, font size, correct definition, correct usage of words in sentence, proper synonyms and antonyms, etc.

4. Once students have their slides well laid out and the basics taken care of, they can add “extras”. This is where they find relevant clip art, photos, and videos. These extras are added to the slides and again there is interaction with the students to make sure that the additions are relevant. For example if the vocabulary word is “dungeon”, there is no need for a clip art picture of a dancing banana. Students can also add a “In my own words” extra in which they explain the word, synonym, or antonym in their own words. This can be done in writing, with the child recording their voice, or recording a video of themselves speaking. The student provides a more basic definition. For example, a student might video him or herself saying: “A dungeon is the really scary place under a castle where the prisoners were kept”.

5. Once all slides are ready, the classroom and ENL teacher work together to clip and stitch the slides into one Buncee presentation. This presentation is then put into Google Classroom for the students to access as a review source and study guide. Slides can also be put into a Buncee board and shared with students. This then allows students to view/study one word at a time, come back to that word as needed, and comment on the work done by others. It is a more interactive option that also allows for further teacher assessment.

#### **Method(s) of Assessment of Student Learning:**

**Formative:** The formative assessment is ongoing as teachers work with students throughout the creation process. As mentioned above teachers are looking for correct definition, synonyms, antonyms, usage in sentences, and relevance of pictures and video.

**Summative:** The summative assessment is mainly taken care of through the formative assessment, but the slides as a whole are assessed at the completion of the project again looking specifically for correct definition, synonyms, antonyms, usage in sentences, and relevance of pictures and video.

**Student Groupings:** x  Whole Class  Small Group  Pair Work x  Individual

**Materials:** Student iPads, Buncee program, use of internet

**Consortium Software/Internet/Subscription sources:** Buncee



**Reflection:** This was a great project. It was beneficial not only to the ELL in the room, but to all the students. They loved using Buncee. We did find, however, that we really had to work with them to get them to streamline and focus on the elements they were including in their presentations. Buncee provides a wide array of fun things for the kids to add to their presentations. When working on their first assignment we found that they were adding a lot of things that had nothing to do with the words they were presenting, and overall made their slides cluttered and confusing in the presenting of vocabulary.

We also had to work with them on the layout of the material they were presenting. Overall there was a lack of organization and clarity to their slides. We had to remind them that the purpose of the slides was to help a viewer better understand or learn a new vocabulary word. We created slides as examples for students to follow. We also gave them specific checklists to follow in terms of elements that had to be included. This seemed to work well. Had it not worked we could have created template slides for the students to fill in, but we were happy they were able to do it on their own, which allowed for more ownership and creativity.

It was great for my ELL student to work more in depth with a vocabulary word and to have the final presentation as a review. We found it was just as beneficial for the other students in the class as well.

**Sample of Student Work:**

<https://app.edu.buncee.com/bunceeboard/842a6e5c769a47738ce2aa8f7eaa35b3>

# Garden City UFSD: “Action Verbs” by Genevieve Pannell

**Name(s) of Teacher(s):** Genevieve Pannell

**District:** Garden City

**School:** Stewart School

**Grade(s):** 4th Grade

**English Proficiency Level(s):** Expanding (1), Transitioning (1)

**Lesson/Unit Title:** Action Verbs

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*Insert Content Area*)  Co-Teaching - one teaches - one assists/observes

**Description of Prior Learning:** Students complete units in the orange Sadlier Grammar workshop book and must complete the book by the end of the year. As an introduction / prior teaching to this lesson, we acted out action verbs in class, looked at pictures and identified the action happening in each picture and identified action verbs in sentences with our classmates.

**Standards Addressed:**

*CCLS English Language Arts Standard(s):*

CCSS Conventions of Standard English - 1f, 2, 3a, Sl.4.1, Sl.4.1c, W.4.4

*BCCI NLAP –MAD/GLAD Linguistic Demands:*

Speaking and Listening Anchor 1, Writing Anchor 4: W.4.4

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

ENL teacher leads lesson and controls Nearpod (link to lesson provided below). Classroom teacher monitors and helps individual students. Teacher leads whole class lesson with Nearpod and own iPad. Students work individually and submit answers on the iPad. Teacher shares student work to show examples of sample answers.

Students use iPad, help read prompts, answer questions on nearpod, turn and talk with classmates. Students give feedback to each other when an answer is correct or incorrect. Student names are not shown when answers are shared. Students identify the correct verbs in each sentence. Students identify the verb in each sentence. Students create their own sentences using verbs based on picture prompts they are given.

**Method(s) of Assessment of Student Learning:**

**Formative:** Students submit each answer to the questions and teacher is given a report at the end of the lesson. Teacher can review how students did with each activity and focus on areas that need work.

**Summative:** NA

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** iPads with Nearpod app installed

**Consortium Software/Internet/Subscription sources:** NEARPOD

<https://share.nearpod.com/fpQZfuMm9K>

**Other References/Resources:** NA - samples of student work below // could not attach PDF's of reports with more comprehensive data

**Reflection:** I had some trouble finding the reports and data I needed for this lesson as many students are pulled out on different days, so we had to do it over two days and had a little bit of difficulty when re-launching the lesson. Overall, the students love using Nearpod and would use it everyday for grammar if they could. I think one of the positive things about this lesson/Nearpod in general is that when student answers are shared, you do not need to show the name. Students can feel proud that their answer was shared if it's correct and when they hear their classmates' comments. Students that put the wrong answer do not have to feel embarrassed because no one knows it is their answer. Another great feature is that these lessons are live informal assessments in which the students get instant feedback and can gauge whether they are grasping the material or not. It is easy for the teacher to quickly see if certain students are understanding the material via answers on the tablet, versus having to hand in and grade a quiz or writing assignment.

## Hauppauge UFSD: “Facing a Challenge” by D. Grossman, K. Munter, J. Jain, D. Espinal, M. Boyce, J.Chicara

**Name(s) of Teacher(s):** D. Grossman, K. Munter, J. Jain, D. Espinal, M. Boyce, J.Chicara

**District:** Hauppauge

**School:** Bretton Woods/Pines/Forest Brook Elementary

**Grade(s):** 1 & 2

**English Proficiency Level(s):** All levels

**Lesson/Unit Title:** Facing a Challenge

**Program Type:**

Stand-Alone ENL Class

**Description of Prior Learning:**

Students have been exposed to different sports. We will aim to expose them to unfamiliar Olympic sports. As a result, they will learn about the concept of a challenge.

**Standards Addressed:**

CCLS English Language Arts Standard(s): L.2.5A

CCLS Social Studies Standard(s): Grade 2: A.2

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- Students will be introduced to the vocabulary for the Winter Olympics via Nearpod. Students will listen to the words and chorally repeat.*
- Students will answer the question on Nearpod about which Olympic sport is challenging.*
- Students will look at the three pictures and decide which one would be the most challenging for them.*
- Student will complete the phrase, “I had a big challenge when I...” They can draw a picture, write word(s), or write a sentence depending on their English language ability.*

**Method(s) of Assessment of Student Learning:**

Formative: Write a sentence about a time you had to challenge yourself.

**Student Groupings:**  Whole Class  XSmall Group  Pair Work  XIndividual

**Materials:** iPads

**Consortium Software/Internet/Subscription sources:** Nearpod

**Other References/Resources:** Google; YouTube

**Reflection:** The students were challenged by this lesson and showed effective effort!

## Island Park UFSD: “What Makes Birds Different from Other Mammals?” by Stacy Berkowitz & Meghan Gallagher

**Name(s) of Teacher(s):** Stacy Berkowitz and Meghan Gallagher

**District:** Island Park

**School:** Francis X. Hegarty Elementary School

**Grade(s):** 1

**English Proficiency Level(s):** Transitioning and Expanding

**Lesson/Unit Title:** Journeys Unit 3 Lesson 15, Essential Question: What makes birds different from other mammals?

**Program Type:**

**Stand-Alone ENL Class**

**Integrated ENL Class (ELA)**

**Co-Teaching**

**Description of Prior Learning:** The unit is a part of the 1st grade curriculum of Journeys. Lesson 1.3. 15 delves into the essential question: What makes birds different from other mammals? This specific lesson culminates the anchor text, Animal Groups, and the ELL Reader, Many Kinds of Bats. Students will respond to the essential question through speaking, listening, reading, and writing. Language objectives such as letter and sound recognition and using compare and contrast academic vocabulary and tiered vocabulary relating to mammals, also relate to the curriculum. The concept of identifying vocabulary words in context is important. Students must acquire these skills in order to build a strong foundation as they become more independent readers. The strategy of the ELL Reader is to monitor and clarify to find ways to figure out what doesn't make sense. Students will use the pictures and text features, like labels to help with comprehension. Tier 3 vocabulary like roost, mammals, cave, etc. are critical for concept attainment.

**Standards Addressed:**

**CCLS ELA Standards (required):** CCSS.ELA-LITERACY.W.1.2, W.1.5, W.1.6, SL.1.1, L.1.4

**BCCI Linguistic Demands (required):**

- Identify information about the topic and some facts about it.
- Use words and phrases to contribute to conversations (e.g., I want to add; I think that)

- Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).
- Use words and phrases to ask and clarify information pertaining to a text
- Use words that signal a comparison or contrast (e.g., though, while, but).
- Use words and phrases to describe how text features are used

**Next Gen Standards (required):**

1.R.6, 1RF3, 1W2, 1SL1a, 1L5c

a. **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

**Learning Goal:** Students will be able to compare and contrast using similarities and differences of birds and bats through writing and speaking.

**Lesson Objectives:**

- Students will be able to use Journeys Unit 3 Lesson 15 High Frequency Words-Words to Know in context.
- Students will be able to demonstrate mastery of vocabulary with a Nearpod assessment.
- Students will be able to identify similarities and differences between birds and bats.
- Students will be able to use tier 3 vocabulary when analyzing the double bubble map.
- Students will be able to cite text evidence using ELL Reader to write a compare and contrast response.

**Opening:** Students will enter the classroom and sit by the Smart Board. We will do a review of vocabulary and do a “I say, you say.” Next, students will use iPads to go on Nearpod (<https://share.nearpod.com/RUlfHpm2uL>). First students will begin with a vocabulary assessment. Next, students will be guided on a field trip to a bat cave. They will describe what they see. This will serve as an assessment for vocabulary and an interactive way to make the content personalized and scaffolded. We will review the essential question of the lesson- What makes bats different from mammals? After we discuss the question and learning goal of completing our writing, we will move to the Smartboard.

**Mini Lesson:** I will review the completed double map with students. It will be displayed on the board with visuals, as well as, the anchor chart in the classroom that students previously completed. We will review the academic vocabulary of cover page, title, author, and illustrator.

I will explain that students will now stand up and face each other for our turn and talk. Students on one side will generate a question using the double bubble map and their partners will respond. The student posing the question will share out what his or her partner said. We will then switch partners and then repeat the above step. I will be paired with a student so it is even and I can work with RTI or IEP students to make questions focused. We will turn back together and move into the guided practice.

**Guided Practice:** We will now compare and contrast using the double bubble map together. We will use academic language within our discussion. I will introduce the writing prompt and display it on the Smart Board. We will read it together. Students will then receive differentiated paragraphs to complete.

**Independent/Partner/Group Work:** Students will each receive differentiated paragraphs that have cloze sentences. Students with IEP/RTI will have a word bank including visuals. Student at transitioning level will receive a word bank. One student will receive no word bank. I will provide support and work with RTI/IEP students. Students will independently complete assignment. At the end, they will use the checklist on the bottom to ensure capital letters, punctuation, etc. If time permits, students will share.

I will walk around and facilitate learning.

**Closing:** Once the students are finished sharing their compare and contrast writing. I will reinforce the essential question. Students will assess their effort and achievement.

### **Follow-Up/Reinforcement of Learning (Concept/Skills)**

In a follow-up activity and extension, students will continue to build on comparing and contrasting birds and bats. They will use Book Creator to record themselves reading the paragraph that they wrote. They will select pictures for their page. Each page and recording will be a piece of our interactive classroom book.

### **Method(s) of Assessment of Student Learning:**

**Formative:** Nearpod Vocabulary Quiz, Nearpod Draw-It, Think/Pair/Share discussion and responses, Exit ticket

**Summative:** Written response comparing and contrasting birds and bats, Book Creator

**Student Groupings:** Whole Class Small Group Pair Work Individual

**Materials:** Double Bubble Map, Anchor Chart on comparing and contrasting, Anchor Chart on accountable talk, Pencils, Cloze writing paragraph, Smart Board



**Consortium Software/Internet/Subscription sources:** iPads, Nearpod, Book Creator

Nearpod Link: <https://share.nearpod.com/RUIfHpm2uL>

**Other References/Resources:** Google Images, YouTube

**Reflection:** After completing this lesson and the extension activity, it was evident that this was a successful lesson. Students mastered the content vocabulary as reflected in the data from the Nearpod quiz. Students were able to find similarities and differences between birds and bats and convey this through a think/pair/share, a written paragraph, and an oral summary through Book Creator. Students were able to take a field trip to a bat cave through Nearpod and were very engaged. They loved using the iPads to complete a Draw-It through Nearpod of a bat's habitat. They were able to self-assess through Book Creator and able to correct any mistakes they needed to fix. Overall, if I had to make a change in this lesson, I would do several more guided examples before the writing portion for the students with an IEP or receive RTI.

# Kings Park CSD: “What Does the Constitution Mean to Me?” by Rosa Ismail

**Name of Teacher:** Rosa Ismail

**District:** Kings Park

**School:** Fort Salonga

**Grade:** 3

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

**Lesson/Unit Title:** *What Does the Constitution Mean to Me?*

**Program Type:**

Stand-Alone ENL Class

Integrated ENL Class

Co-Teaching (*Station Teaching*)

**Description of Prior Learning:**

Prior to this lesson the students read a chapter book with us (classroom teacher/myself) about the Revolutionary War and a few chapters in their SS textbook. The texts included events leading up to the war and what happened after. This was a good way to transition into The U.S. Constitution. The students also heard the book We the Kids in a read aloud lesson earlier in the week. In addition to the content front-loading, the students are able to use iPads and have participated in other Nearpod Lessons. They also have plenty of experience in working cooperatively in small groups and with partners. There is a great emphasis on using text features and other reading strategies to learn information throughout many of their classroom lessons and these stations also demonstrate this as well.

**Standards Addressed:**

CCLS English Language Arts Standards: RI.3.1, RF.3.4, SL.3.1, L.3.2

BCCI NLAP –MAD/GLAD Linguistic Demands: RI.3.3, RF.3.4, W.3.2

CCLS Social Studies Standards: supports:

- RH.6-8.3, RH.6-8.8, NYS S.S. Gr.3 Inquiry Topic/Ideas: Leadership and Government (*see engage.ny K-12 SS Framework guide*)

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

READ ALOUD: The classroom teacher reads the book We the Kids by David Catrow while the ENL teacher assists. The teachers explain that it is the author’s way of making sense of the Constitution. It is what

the Constitution means to him. They direct the students' attention to the illustrations to help make sense of that.

DIRECTIONS: Both teachers explain each station, ask students to restate/clarify and answer any students' questions regarding procedures, instructions including the reflection sheet that allows students to write or draw words/facts that stood out to them at each station.

PERSONALIZED LEARNING STATIONS: Students travel to each station at their own pace.

1. Nearpod (facilitated by ENL teacher): Students work individually to learn more about the U.S. Constitution via a video. Students are actively engaged by answering questions and taking a 'virtual field trip' to Washington D.C.
2. Text Match (facilitated by classroom teacher): Each page of the book We the Kids has been copied and displayed. Students work in small groups to match the 'retelling sheets', which is written in 'kid friendly language' to the pages of the book. Then, they read through the posters together. During the second re-read, the students highlight the words that they feel are the most important.
3. Brain Pop (facilitated by ENL teacher): Students work in pairs to watch a video about the U.S. Constitution on the classroom computers and laptop. They complete the online quiz cooperatively and play the "Branches of Government" which allows the students to sort/categorize the jobs of each branch.  
<https://www.brainpop.com/socialstudies/ushistory/usconstitution/>
4. Poem (facilitated by classroom teacher): Students read the poem "The Constitution Rap" to themselves first. Then they read it as a group to practice fluency. They underline facts and opinions using two different colors. There are response sheets for students who are more advanced.

**The Constitution Rap** *By Mrs. Horowitz*

In 1783 we were finally free!  
The war was won for our liberty.  
The Constitution became the law of our land.  
"We the people..." is how it all began,  
Written by those founding fathers many years ago,  
It's a list of rules and rights that we still follow.  
The Constitution says how the government should be,  
The President, Supreme Court and Congress,  
all three are equal in power, not one is too strong,  
they make sure that our people know right from wrong.  
It gave us the freedom that we still have today,  
so be thankful that you live in the U.S.A.

**\*BONUS (facilitated by both teachers as needed):** For students who have finished their stations early there is a cloze activity. The information that is missing can all be found via their texts. However, the pre-recorded song (*sang by the students from "1700s History" lesson from WSB Celebration June 2016*) is available for students who need more support to complete it or for those who are ready to do a self check. This activity is further differentiated because there are copies of the cloze with and without word boxes depending on the level of support needed.

**Method(s) of Assessment of Student Learning:**

**Formative:** informal immediate feedback (via observation and conversations) to both teachers during the introduction, and at each station, questions (i.e.: open ended, draw/post, poll) during the Nearpod lesson, self-check/peer check by quickly glancing at color codes at Poem station (fact vs. opinion)

**Summative:** cumulative quiz at the end of the Nearpod lesson, at the end of the Text Match the classroom teacher listens/views the sequence of the pictures and analyzes the text matches for accuracy, Branches of Government Quiz at the end of the BrainPop lesson, completion of written reflection sheets (drawings/text), completion of poem cloze, Also--future cumulative classroom written assessment on the Revolutionary War and the Constitution

**Student Groupings:** Whole Class Small Group Pair Work Individual

**Materials:** iPads, headphones, computers/laptops, poem sheets, book sheets (We the Kids), reflection sheets, pencils, cloze sheets

**Consortium Software/Internet/Subscription sources:** Brain Pop , Nearpod

**Other References/Resources:**

Banks, J. A. (1997). *Communities: Adventures in time and place*. New York, NY: Macmillan/McGraw-Hill.

Catrow, D. (2005). *We the Kids: The preamble to the Constitution of the United States*. New York: Puffin.

Reflection:	GLOW / <del>grow</del>
<p>-I feel the students were actively engaged throughout the stations and varied activities. They demonstrated collaboration with their peers as well as the ability to work independently.</p> <p>- The reflection sheet was good for all levels because it allowed students to use drawings and/or text to show learning.</p> <p>- Transitioning between stations was more student-led as they basically worked at their own pace.</p> <p>---I actually had to create two versions (using 2 different videos) of Nearpod because up until an hour before the lesson, our school blocked some sites. Luckily, the original one worked and the virtual field trip was un-blocked as well. Always make sure all your sites/links work correctly in your classroom, not just at home.</p>	<p>-A student used the iPad microphone &amp; dictated his response for the open ended questions in NearPod. I was so proud of him for using it without prompting and hence reminding <i>me</i> to use this support with others when necessary.</p> <p>- Having 'un-timed' stations does take active involvement by the teachers who are facilitating to ensure that the students are using time efficiently and creating multi-level and additional challenges for students who work at a faster rate.</p>

## Kings Park CSD: “Introduction to Map Skills” by Erica Rice

**Name(s) of Teacher(s):** Erica Rice

**District:** Kings Park Central School District

**School:** Fort Salonga Elementary School

**Grade(s):** 2/3

**English Proficiency Level(s):** Transitioning/Expanding

**Lesson/Unit Title:** Map Skills

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*Social Studies*)  Co-Teaching (*Team Teaching, Parallel Teaching*)

**Description of Prior Learning:** This is an introduction to map skills (review from prior years) for the 2<sup>nd</sup> and 3<sup>rd</sup> graders in a self-contained, special education classroom.

**Standards Addressed:**

**CCLS English Language Arts Standards AND BCCI NLAP –MAD/GLAD Linguistic Demands:** Grade 2: RI.2.5, SL.2.1, SL.2.6; Grade 3: RI.3.5, SL.3.1, SL.3.6

**CCLS Social Studies Standard(s):**

NYS.SSF.GR.2.1, NYS.SSF.GR.3.1

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

**Day 1:**

- In the **standalone ENL class**, students will be informed that their class will be learning about maps over the next few days. Teacher will inform students that they are going to get to preview the information in the ENL classroom so that they are prepared for the whole class lesson on maps that will take place the following day.
- Teacher will inform students that to begin, they will do a “Brain Splash”, where they will write what they already know about the topic on chart paper. Teacher will ask students what they think of then they hear the word “Map”. Teacher will record student answers on chart paper to keep visible throughout the remainder of the map lessons. \*During a Brain Splash, any answer is acceptable as long as a student is able to justify how it relates to the topic.

- Students will then be directed to either an iPad or a laptop to sign into a Nearpod lesson on maps. Teacher will give students the “Live Lesson” code, so that they remain on the same task at all times. Teacher will guide students through the lesson on maps, which asks students to identify if they have used maps before, explains each component of a map and has students identify each of the components on a real map (title, key, scale, compass rose), has students label cardinal directions, use a map to locate a landmark, and take a quiz on what they have learned. This lesson was downloaded from the Nearpod Store and modified to fit the students in this class. The original lesson was titled “Introduction to Map Skills” by Stephanie Froemming.

**Day 2:**

- In the **Integrated ENL class**, the ENL teacher and Special Education Classroom Teacher will parallel teach an introduction on map skills to the whole class.
- The teachers will tell students that today the class will begin learning about maps. Teachers will remind students that they have learned about maps each year they have been in school, but that they will be going more in depth with the unit this year, and that in order to do that they must review the basics.
- Students will watch a Brain Pop Jr. video titled “Reading Maps”.
- When the video is over, the teachers will go over the information with the students by introducing vocabulary cards and asking the students to explain what each of the words means based on what they learned in the video. Each vocabulary card will have a picture next to the vocabulary word to help students recall the information. The key vocabulary is: Map, Globe, Title, Key, Compass Rose, Scale.
- Teachers will put the Brain Pop Jr. “Write about it” prompt up on the Smartboard. Teachers will read the prompt to the students: “A landmark is an important building or place that helps people know where they are. If you made a map of your town, what landmarks would you include?” Teachers will ask students to turn to their shoulder partner and discuss some possible answers to this question. Teachers will assist students around the room as needed. After a minute or so, teachers will call students’ attention back to the board and do a share out. Teachers will record student answers on the board.
- Teachers will then ask students if they were going to create a map of their classroom, what important landmarks would be necessary to put on the map. Students will share answers verbally with the class. Once all the important classroom landmarks are mentioned, teachers will inform students that the class is going to break up into small groups to work with a teacher (or teacher’s aide) to create a classroom map using an App on the iPads. Teachers will break students into groups of mixed ability and each take a group. Teachers will guide

students through creating a map of their classroom. Teachers will remind students of the important classroom landmarks that they brainstormed earlier.

- When all groups have finished creating their classroom maps, the iPads will be connected to the Smartboard with the use of the dongle and groups will share out their maps, pointing out all of the main components that they have included.

### **Day 3:**

- In **the Integrated ENL class**, the ENL teacher and Special Education Classroom Teacher will remind students that yesterday they were introduced to the topic of maps. Teachers will remind students that they learned a lot of new vocabulary about maps that the students should start using when they discuss maps in the classroom. The ENL teacher will use the vocabulary cards from yesterday to review the vocabulary words with the class.
- Teachers will then tell students that they did such a good job creating their classroom maps yesterday, that today they will be allowed to work with a partner to create a map of a location within the school. Teachers will tell students that they will be picking between the cafeteria, the gym, or the playground. Teachers will go over the components of the map that the students must include. Teachers will provide a checklist to the students with all of the components so that they may check them off as they complete them.
- Teacher will pair off students and have them pick a paper from a bowl with the location they will be going to. Once locations are picked, teachers will lead students to the location and allow students to begin working. Teachers will assist students as needed throughout the work session.
- After allotted amount of time, students will be lead back to the classroom to share their maps with the rest of the class. Pairs of students will come up and discuss the components of the map that they included. Teachers will facilitate discussion about similarities and differences between the maps, as well as any missing components and things that were done well.

### **Homework Project:**

- Teachers will explain that now that the students are expert map makers, they will be going home to create a map of a room in their house. Students will be directed to pick a room and create a map of the room. The map must have a title, key, and a compass rose. Students will be given multiple nights to complete this mapping project.

### **Method(s) of Assessment of Student Learning:**



Formative: Students will be formatively assessed on their Nearpod answers, their brainstorm assignment during the Brain Pop Jr. lesson, their classroom map that is completed with the teacher, their partner maps, and their ability to ask and answer questions throughout all of the activities.

Summative: Students will be summatively assessed on their take home mapping project.

**Student Groupings:** ☑Whole Class ☑Small Group ☑Pair Work ☑Individual

**Materials:**

Chart paper/Markers

Laptops and iPads for Nearpod Lesson

Smartboard or other display for Brain Pop Jr. Video

Vocabulary Cards with pictures-Map, Globe, Title, Key, Compass Rose, Scale

Kids' Room Design App on iPads

Dongle to connect iPads to Smartboard

Paper, markers, and clipboards for students to do paired mapping activity

Printout of at home student mapping project, with blank paper attached

**Consortium Software/Internet/Subscription sources:**

Nearpod subscription

Brain Pop Jr. subscription

iPads/Laptops

Dongle

**Other References/Resources:**

Kids' Room Design App

**Reflection:**

Frontloading the lesson for the ENL students was a great tool to help them feel successful within the whole class lesson. My ENL students participated much more than they usually do, because they already knew the information and they were happy to help their peers, who hadn't been frontloaded. The visual and hands on aspects of the lesson had every student engaged and eager to participate. I believe that the last paired mapping activity, although it originally seemed like it wasn't necessary, was very beneficial for the students. We noticed that students were still missing parts of their maps and needed clarification on some of the map components.

The final maps that the students created showed their true understanding and allowed us to delve further into the unit since the students had a solid knowledge base of what a map is.

## Malverne UFSD: “Alternative Energy Sources” by Vivianna Millstein

**Name(s) of Teacher(s):** Vivianna Millstein

**District:** Malverne School District

**School:** Davison Avenue Intermediate School

**Grade(s):** Fifth Grade

**English Proficiency Level(s):** Transitioning/Expanding

**Lesson/Unit Title:** Alternative Energy Sources

**Program Type:** Stand-Alone ENL Class

### **Description of Prior Learning:**

Students will be able to use their prior knowledge about Energy and Energy Sources, learn about renewable and non-renewable energy, conserving energy, and their impact on the environment. Students will learn about a new app “BUNCEE” and will create a class project.

### **Standards Addressed:**

CCLS English Language Arts Standard(s): (required)

RI.5.2 – Summarize text and determine two or more main ideas and supporting details.

- Identify words that appear throughout the text (Solar power, Solar energy, Wind energy, Turbines, Hydropower energy) to identify two or more main ideas in the text.
- Identify or use words (Adjectives; significant, rapid, high efficiency, mass production) and transition words (First, Then, Therefore, However) to explain main ideas supported by key details.
- Use words and phrases to summarize text (This text/project is about, The main points are)

RI.5.2 – Explain cause and effect in interactions among two or more ideas or concepts in text.

- Identify or use words and phrases (Nouns; Solar, Wind, Turbines, Wind Farms, Solar Panel, Cells, Currents, Waves, Dams) that appear throughout the text to explain ideas and concepts
- Use words that add details or examples (for example, in fact)
- Use words that signal cause and effect (While, but, because, so, as a result)

RI.5.4 – Determine meaning of academic and domain-specific words and phrases in text

- Identify Tier 1 words found in everyday conversations (world, environment, field)

And Tier 2 words found in writing but seldom in conversations (conservation, renewable, replenished, transmission) and Tier 3 technical words (consumption, thermal energy, electricity generation, hydroelectric, hydropower, fossil fuels)

RI.5.7 – Draw on information from multiple print and digital sources, demonstrating ability to locate an answer to questions.

- Identify the nouns and associated pronouns (Solar panel, Hoover Dam, Hydropower, and Hydroelectric) that indicates the subject of text or digital sources.
- Identify adjectives (Significant, powerful, rapid movement, strong support, high efficiency, cost effective) and verbs (convert, powered, generate, produce, create, conserve) that describe the actions in the print and digital source.

W.5.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly; include formatting (headings; What are Natural Resources? What is happening to our environment? How can we save our natural resources?) Illustrations and multimedia when useful to aiding comprehension (google images)

b. Develop the topic with facts, definitions, details, information and examples related to the topic.

d. Use precise language and domain-specific vocabulary to inform about or explain renewable energy and the different sources.

- Use Introductory words to introduce Solar, Wind, and Water Energy.
- Identify facts, definitions, examples or details about Renewable Energy
- Identify multimedia that can strengthen the topic using videos on YouTube about Solar, wind, and water energy.
- Use Tier 2 and Tier 3 words (benefit, evaluate, hydroelectric power, wind farm, solar cells and panels, generators, reservoirs, irrigate)
- Use concluding words and phrases to provide an ending restating the topic (as a result, for these reason)

W.5.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

W.5.9 – Apply Grade 5 reading standards to informational text, collecting evidence to support analysis, reflection and research making inferences and draw conclusion based on evidence of text.

SL.5.2 – Summarize a written text read aloud or information presented in diverse media and formats including visually, quantitatively and orally. (BrainPopJr.)

- Use introductory words and phrases to paraphrase and present the topic of the text (This text is about; Solar energy is about....)
- Use concluding words such as In conclusion, Overall, Finally)
- Use cause and effect words (because , so, the result of) to present information
- Use signal words (However, but, so)

SL.5.4 – Report on a topic or text, using appropriate facts and relevant details to support the main idea.

- Identify adjectives (significant, powerful, efficient, strong wind, very important, lower cost) and verbs (powered, generate, irrigate, energize, produce, install, convert) to report on a topic.
- Identify nouns and associated pronouns (solar cells, they, hydropower, it)

SL.5.5 – Include multimedia components (graphics, sounds, visual displays in presentations when appropriate to enhance development of main ideas or themes.

Next Generation Learning Standards for Science

4-PS3-3 – Ask questions and predict outcomes about the changes in energy based on patterns such as cause and effect relationships.

4-PS3-4 – Apply scientific ideas to design, test and refine a device that converts energy from one form to another (examples of devices that convert energy to electric energy to cause motion or produce light or electric)

4-ESS3-1 – Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment. (renewable energy sources could include energy, water behind dams, and sunlight; environmental effects could include loss of habitat due to dams, air pollution from burning of fossil fuels)

BCCI NLAP –MAD/GLAD Linguistic Demands: (embedded above in Common Core Standards)

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- Teacher will introduce the topic by showing a few videos on YouTube about the Alternative Energy and Renewable Resources.
- Teacher will introduce the Buncee app and how it will be used to complete and present their individual project (Solar, Wind, and Water Energy) as related to the topic.
- Students will determine two or more main ideas of an informational text and explain how they are supported by key details and examples.
- Students will be able to summarize the text using domain specific vocabulary.
- Students will complete a graphic organizer using facts and concepts in a scientific text based on specific information in the text.
- Students will be able to determine the cause and effect of concepts and information in the text and how it can affect the environment on earth.
- Students will be able to introduce a topic in writing creating an organizational structure in which ideas are logically supported.
- Students will be able to review writing strategies.
- Students will be able to provide reasons that are evidenced by facts and details.
- Students will be able to provide a conclusion to the information presented.

- Students will be able to introduce a topic clearly, including illustrations and multimedia.
- Students will be able to write informative/explanatory text to convey information clearly.
- Students will be able to use technology, internet to produce and publish writing as well as interact and collaborate with others.
- Students will be able to engage in a listening and speaking skills in the group to find out about other sources of energy.
- Student will be able to discuss and demonstrate the use of the Buncee app., downloading and uploading information and pictures from the internet or saved document.
- Students will be able to practice their speech by recording and listening to themselves using the Buncee app.

**Method(s) of Assessment of Student Learning:**

Formative: Creation of Buncee Project (On-going) and guided by teacher

Summative: Answering Comprehension questions to assess knowledge of the topic

**Student Groupings: Small Group and Individual**

**Materials:** Brainpopjr.com, Edhelper.com, Readworks.com, Science edu.com

Super teacher worksheets.com, Education.com, Buncee, I-pads

Informational worksheets about the topic

**Consortium Software/Internet/Subscription sources:**

NY State Common Core Learning Standards, NextGen Science Standards, Learnzillion, Nearpod, Buncee

**Reflection:**

This lesson went very well. The students were able to understand and explain the various sources of renewable energy and the conversion of energy to electricity at a low cost to use in our everyday life. The students were able to understand and explain the benefits and advantages of renewable energy as compared to non-renewable energy contributed to our environment. The students were able to learn and use the Buncee app creatively writing their own pages along with a compilation of other students' pages to create a class project, completing the task successfully. Both the students and I enjoyed using the Buncee app and had fun exploring all aspects of the app. Next time, I will use the app to create a book of fables from their countries.

Samples of Student Work:

<https://app.edu.buncee.com/buncee/9fea411a81d74b21871342b6a5d49e40>

<https://app.edu.buncee.com/buncee/605c4e37b4634ca59e045c0017fd8ba9>

<https://app.edu.buncee.com/buncee/dbf2391171814a0096dbd03f02816d47>

## Malverne UFSD: “Reindeer Fact Writing” by Fabiana Pereira

**Name of Teacher:** Fabiana Pereira  
**District:** Malverne School District  
**School:** Maurice W. Downing Primary School  
**Grade:** First Grade

English Proficiency Level: Commanding

Lesson/Unit Title: Reindeer Fact Writing

Program Type:  
✚ Stand-Alone ENL Class

Description of Prior Learning:  
✚ Differentiate between fact and opinion  
✚ Research factual information about reindeer  
✚ Reindeer parts and functions

New York State Next Generation Standards Addressed: 1R1, 1W2, 1SL1, 1SL5

Common Core Learning Standards Addressed:  
CCSS.ELA-LITERACY.RL.1.1  
BCCI Linguistic Demand:  
Use who, what, where, why and how question forms based on the text

CCSS.ELA-  
LITERACY.W.1.2

BCCI Linguistic Demand:

- Identify a topic to be developed. (Reindeer facts and Reindeer body part functions) (Why do they need antlers/fur/hooves)
- Identify information about the topic and some facts about it. (Reindeer are mammals/live in North America/babies are called calves and their moms protect and feed them/Reindeer live in the tundra/Reindeer are covered in fur to keep them warm/Reindeer have antlers for protection/Reindeer are herbivores-they only eat plants such a moss/lichen and fungi/Reindeer travel in herds/Antlers are rubbery masses of bone and they shed)



- Use words to give a sense of closure (e.g., the end, finally) and restate the topic of the writing piece. (As you can see, Reindeer are interesting mammals)

CCSS.ELA-LITERACY.SL.1.2

BCCI Linguistic Demand:

Use words and phrases to ask and clarify information pertaining to a text.

Procedure (What the Teacher(s) Does/Do & What the Students Do):




1. The ENL students worked in groups of two and researched facts about Reindeer over one class period using videos and books (using a guided outline with questions)
2. In the following class we charted Reindeer facts into Reindeer can/are/have chart; students were also exposed to new vocabulary (tundra, arctic, mammals etc.)
3. The students spent the following class periods on writing an informational text using an introductory and conclusion sentence, as well as factual details regarding reindeer
4. Students then labeled Reindeer body parts and wrote about their function
5. Individually the students transcribe and read their information using book creator AP

Method(s) of Assessment of Student Learning:

Formative: Ongoing questioning was doing throughout the lesson in order to assess learning

Summative: The students created their own Reindeer Facts/Reindeer parts writing, the students were also able to transcribe their writing into the book creator AP


Student Groupings:

-  Small Group
-  Pair Work
-  Individual

Materials: Non-fiction reindeer books, Reindeer reader, Reindeer parts worksheet, iPad, book creator AP

Consortium Software/Internet/Subscription sources: 

BrainPOP Jr.

 Epic Books

 Book Creator AP

- ✚ Teacher Created graphic organizers
- ✚ Teacher Created reading comprehension mini about Reindeer
- ✚ Teacher Created visuals and vocabulary flashcards with pictures

Reflection: The overall lesson went extremely well, the students enjoyed researching about Reindeer. They were engaged throughout, especially when researching facts while watching videos and reading short passages. The students also used their prior knowledge and were able to distinguish between a fact and opinion. After the students researched and sorted their facts into a Fact Tree- (can/have/are), they were able to compose an informational text while focusing on an introduction and conclusion sentence.

## Malverne UFSD: “Plants” by Jennifer Russo

**Name(s) of Teacher(s):** Jennifer Russo

**District:** Malverne School District

**School:** Maurice W. Downing Primary School

**Grade(s):** First Grade

**English Proficiency Level(s):** Commanding

**Lesson/Unit Title:** Plants

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching (Insert co-teaching model)

**Description of Prior Learning:**

Students were instructed on how to use the Book Creator App.

**Standards Addressed:**

**CCSS.ELA-LITERACY.RI.1.1**

**BCCI LINGUISTIC DEMAND** HOW question and answers refer to the sequence that leads to the main event (e.g., Sequencing the lifecycle of a plant).

**CCSS.ELA-LITERACY.RI.1.10**

**BCCI LINGUISTIC DEMAND** One of the best ways to develop background knowledge in the early primary grades is through read aloud and accountable talk, in this way you are exposing children to the text and allowing them to exchange views with others. (e.g., reading Nearpod “Plant Parts and their Functions” students did a think share pair on the plant life cycle seed, seedling, plant, flower).

**CCSS.ELA-LITERACY.W.1.2**

**BCCI LINGUISTIC DEMAND** Identify information about the topic and some facts about it. (Brainstormed plant parts stem, roots, leaves, seed, flower and explained their functions).

**CCSS.ELA-LITERACY.SL.1.5**

**NEXT GEN STANDARDS:** 1R2, 1W2, 1SL1a

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

- 1. The students took turns reading "Plant Parts and their Functions" on the Nearpod app.*
- 2. The students think share paired information they learned from Nearpod.*
- 3. The students watched a video on BrainPOP Jr. "Plants."*
- 4. As a group, we brainstormed and charted the parts of a plant and their functions and the plant life cycle.*
- 5. The students labeled a plant diagram.*

**Method(s) of Assessment of Student Learning:**

Formative: Students were asked questions during the lesson to insure the objective was met.

Summative: The students created their own page describing a plant part and life cycle of a plant using the app Book Creator.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** iPads, Plant diagram worksheet, pencils, BrainPop Jr., Nearpod app, Book Creator app

**Consortium Software/Internet/Subscription sources:** BrainPOP Jr., Nearpod app

**Other References/Resources:**

**Reflection:** The lesson went very well. The students were able to explain the parts and functions of the plant, as well as, the plant life cycle. Students also enjoyed using the Book Creator app to create their own pages in the class book. Next time, I will get iPads for each student to type their pages to save time.

## Manhasset UFSD: “The Water Cycle” by Christina Arata

**Name(s) of Teacher(s):** Christina Arata

**District:** Manhasset

**School:** Shelter Rock Elementary

**Grade(s):** 4

**English Proficiency Level(s):** entering, transitioning, expanding, commanding

**Lesson/Unit Title:** The Water Cycle

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area) X Co-Teaching  
(Insert co-teaching model) one teach, one assist

**Description of Prior Learning:** Students were introduced to the water cycle unit in the science lab before completing the Nearpod

**Standards Addressed:**

**CCLS English Language Arts Standard(s): (required):** L.4.6, W.4.6

**BCCI NLAP –MAD/GLAD Linguistic Demands: (required):** RI 4.3, RI 4.4

**NextGen Science Standards:**

ESS2.A as found in 4-ESS2-1

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

1. Classroom teacher gives a 5 minute summary of prior learning of the water cycle and has the 2 ChromeBook helpers hand out ChromeBooks to each student.
2. ENL teacher introduces the Nearpod on the Water Cycle  
<https://share.nearpod.com/vsph/bvqsEputpJ>
3. ENL teacher advances each slide, asking for student participation in reading notes on the Water Cycle. ENL teacher shares out examples of student work to the entire class.
4. Classroom teacher walks around to monitor student participation and answer specific questions.
5. Students complete a quiz at the end of the lesson.

**Method(s) of Assessment of Student Learning:**

Formative: Answers to each question during the Nearpod lesson

Summative: Quiz at the end of the Nearpod lesson

**Student Groupings:** X Whole Class  Small Group  Pair Work X Individual

**Materials:** ChromeBooks, Nearpod Software

**Consortium Software/Internet/Subscription sources:** Nearpod

<https://share.nearpod.com/vsph/bvqsEputpJ>

**Reflection:**

Students were actively engaged in the lesson and performed 80% or higher on the quiz at the end of the lesson, with most students in the 90-100% range. Several students have missing questions in the quiz or open-ended due to coming in late from Band or leaving early for a music lesson.

**Samples of Student Work:**

<https://docs.google.com/presentation/d/1xge4ldxbRdGDrPzSTUj4zxcZI-JBNXGfvsKeawNVNLo/edit?usp=sharing>

## Manhasset UFSD: “Making Inferences” by Lisa Greenwald

**Name(s) of Teacher:** Lisa Greenwald

**District:** Manhasset

**School:** Shelter Rock

**Grade:** 3

**English Proficiency Level(s):** Intermediate and Advanced

**Lesson/Unit Title:** Making Inferences (Nearpod)

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area) XCo-Teaching – Team teaching

**Description of Prior Learning:** Students have been introduced to drawing conclusions and making inferences through a Ready Book lesson done in class.

**Standards Addressed:**

**CCLS English Language Arts Standard(s):** CCSS.ELA-Literature.L.4.1

**BCCI NLAP –MAD/GLAD Linguistic**

- Demands: Identify key details in the text by focusing on the subject (nouns and associated pronouns), descriptions (adjectives), location (nouns and prepositions) and actions (verbs).
- Use introductory phrases (e.g., clues, read between the lines, infer, draw conclusions) to refer to examples.

**Next Generation ELA Standards:** 4R1

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- ENL teacher introduced the topic and activates prior learning
- Mainstream teacher reviews inferencing/drawing conclusions
- ENL and mainstream teacher take turns presenting Nearpod slides <https://share.nearpod.com/ppSuWTxnRK>
- Both teachers facilitate while students type or draw their answers
- Both teachers share and review students' answers
- ENL teacher summarizes learning
- Both teachers ask if students have questions.

**Method(s) of Assessment of Student Learning:**

**Formative:** Nearpod slides used Draw it slides in which students had to choose the correct answer, and open ended slides in which the students read a story and responded to questions.

**Summative:** A multiple choice quiz at the conclusion of the lesson.

**Student Groupings:** XWhole Class  Small Group  Pair Work  Individual

**Materials:** iPad and Chromebooks

**Consortium Software/Internet/Subscription sources:** Nearpod

**Other References/Resources:** Ready Book

**Reflection:** During this lesson the students were actively engaged and participating. The teacher view allowed me to see every student's progress and evaluate if he/she was grasping the concept or needed additional instruction. The ability to share particular answers was an excellent tool to model for those who had difficulty.



## **Manhasset UFSD: “Spelling and Decoding Skills Plan Created with Plickers” by Adriana Marquez & Diana Fajardo**

**Adriana Marquez and Diana Fajardo**

**District:** Manhasset

**School:** Shelter Rock Elementary School

**English Proficiency Level(s):** Entering & Transitioning: First Grade IEP

**Lesson/Unit Title:** Assessment: Use of Pickers to assess spelling patterns of the letter “a”

**Program Type:** Co-Teaching: Parallel

Description of Prior Learning: Students will be able to demonstrate understanding of content (the short and long sounds of the letter ‘a’) by answering questions during presentation, with the use of Plickers cards.

**CCLS:**

RF.1.2, RF.1.3, SL.1.2

BCCI: Use words and phrases to ask and clarify information pertaining to a text

SL.1.3:

BCCI: Use who, what, where, why and how question forms to gather and clarify information: Did you notice the spelling pattern for the word rain? Would you like to point to other spelling patterns for long “a”? Can you repeat them?

L.1.1, K.MD.B.3

**Next Gen ELA:** 1RF2, 1RF3, 1SL2, 1SL3

**Procedure: (What the Teacher(s) Does/Do & What the Students Do):**

- Tell the students that there are several spelling patterns for the long ‘a’ sound.
- Ask if they can think of any and write down the ones that they say.
- Write the word name on an index card.
- Read the word with the class and ask them which letters make the long ‘a’ pattern in the word.
- Underline the ame and tell them that this is the –aCe pattern.
- On another index card, write the word rain read it and underline the ai.

- Finally write the word say on a card, read it and underline the -ay.
- Explain that though these are not the only ways to spell the long 'a' sound, they are some of the most common and that they are the patterns that we will be working with.
- Place each card in the top of a pocket chart to make three columns.
- Show the students cards with the words shape, day, train, lake, tape, wait, etc.
- For each word have the children read it out loud and place each word in the correct /matching column.
- Underline the spelling pattern in each word so that the students are really focusing on the patterns.

**Method(s) of Assessment of Student Learning:**

- Using Plickers Cards as Entrance and Exit Tickets: To seek prior knowledge or lesson comprehension.
- Students will be assessed on the completion of the pocket chart.
- The students will be assessed on their effective listening and speaking skills during the conversation with their ENL peers.
- The students will be assessed on how well they utilize Plickers cards.
- Student should become comfortable with the use of Plickers cards to answer questions based on previous lesson.
- Students will complete spelling test using Plickers.
- Formal assessment using spelling test.
- Extension: After reading Bear Wants More by Karma Wilson to the class, students will find the long 'a' words, write them on index cards and add them to the pocket chart.

**Type of Assessment:** Formative

**Student Groupings:** Small Group

**Materials:** Ready-to-use Plickers Cards, Instructional Guide for editing & uploading resource to Plickers, by Ashlee Smiley, PowerPoint Slides, iPads, and Pocket Chart.

**Consortium Software/Internet/Subscription sources:**

Plickers app, Common Core Learning Standards app., BCCI Progressions: Guide to Academic and Linguistic Demands.

**Reflection:** The students enjoyed using Plickers cards to answer each question. In the very beginning, it was challenging to have a running knowledge of how to use Plickers. With more opportunity to practice using Plickers cards the children were able to turn their card to the corresponding letter A, B, C, or D while we were able to launch Plickers app to simultaneously scan the cards through the lens of my iPhone. As we discussed, it would be best, and most attractive to use the interactive whiteboard/smartboard as the one device to record the student's input. We are still working to incorporate the whole

class. Since Plickers is dependent on student cards, it took time to find the right set of cards. Having trouble with finding the right lamination finish, I had to resort to buying them online. The matte lamination is key.

One main advantage of using Plickers, is that students are responsible for their own responses. During this presentation students were able to work independently using background knowledge, and critical thinking skills to report their finding. The ability to respond anonymously allowed students to feel comfortable responding and no one judging them on whether they got the right or wrong answer.

Lastly, using Plicker Cards is simple to use and required teachers involved to just scan the student responses. Only after mastering the multiple steps for getting questions ready for live view! One pitfall of Plickers was that the answer cards were challenging for students to see. Along with the use of PowerPoint slides, students enjoyed using magnifying glasses to view the iPhone screen. The last pitfall I found was that questions cannot be grouped together at the moment making it difficult to determine what questions to use for this unit.

## **Massapequa UFSD: “Who was the better President - George Washington or Abraham Lincoln?” by Colleen Corrigan & Mary Gaynor**

**Name(s) of Teacher(s):** Colleen Corrigan & Mary Gaynor

**District:** Massapequa

**School:** Fairfield

**Grade(s):** 4 & 5

**English Proficiency Level(s):** Emerging -Commanding

**Lesson/Unit Title:** Who was a more influential President-George Washington or Abraham Lincoln?

**Program Type:** X Integrated ENL Class - Writing X Co-Teaching

### **Description of Prior Learning:**

Students will activate their prior knowledge by stating information that they know about George Washington and Abraham Lincoln. We will discuss the concepts of verbs in the past tense forms. Students will discuss the importance of Presidents’ Day and why we celebrate this holiday in the United States.

### **Standards Addressed:**

#### **Grade 4**

CCLS English Language Arts Standard(s): RI.4.1, W.4.2

BCCI NLAP –MAD/GLAD Linguistic Demands: 4R1, 4W1, 4W5

NYS Next Gen ELA: RF1, 4W1a, 4W2

#### **Grade 5**

CCLS English Language Arts Standard(s): RI.5.1, W.5.2

BCCI NLAP –MAD/GLAD Linguistic Demands: 5R1, 5W1, 5W2

NYS Next Gen ELA: 5R1, 5W1, 5W2

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*Lesson 1 : Past Tenses Verbs*

*Objective: I can use verb tenses to convey various times, sequences, states, and conditions.*

- Teachers will review past tense verbs using a NearPod Lesson: <https://share.nearpod.com/PrCXaScf2L>
- The teacher will distribute a packet that will have students reviewing past tense verbs in various sentence forms. The purpose of reviewing past tense verbs is to ensure that students understand how to write about a person's achievements in their life.
- Students will practice conjugating verbs in the past tense form of the verb in the proper format.

*Lesson 2: What impact did George Washington and Abraham Lincoln have on our country? Who was the better president and why?*

- The teacher will introduce the task with the Nearpod Lesson: <https://share.nearpod.com/vsph/iQ3FBjUpdK>
- The teacher will then distribute the NearPod HeadSet for the virtual reality field trip to examine the monuments more closely. As the students are passing around the headset, the teacher will begin a discussion to determine things that they see or notice. This will allow students to discuss various concepts in the virtual reality demonstration. Prompted discussion will lead to new discoveries about the presidents.
  - Virtual Reality Field Trips: Lincoln Memorial and Washington Monument
- The teachers will circulate the room and continue with the nearpod lesson. The students will complete a fill in the blank activity that focuses on identifying the past tense verbs that complete the sentence correctly.
- Then the students will watch two videos independently on the two presidents and their achievements. They will use their headphones to listen individually. After the students complete the video, they will answer the question prompted on the Draw It screen.
- Students will practice conjugating several verbs that apply to both presidents in the past tense form. The teacher will display the answers on the board. The students will discuss the verbs and use them in a sentence. Students will share their sentence with a partner at their table.
- The last slide of the presentation is a poll. After learning about both Presidents, students will select whether George Washington or Abraham Lincoln was a better president. Students will select their choice and this will determine who they are writing their opinion piece on. The teacher will display the poll and compare it to the initial poll taken at the start of the lesson.
- The teachers will distribute a graphic organizer along with articles on the president that the student selected so that he/she can conduct additional research to support their opinion on why that president was better.

Lesson 3 : Determining Evidence and Supporting Opinion with Reasoning

(This lesson will be over the course of 3-4 days)

- Teachers will distribute various reading materials for students to use in order to gather evidence on the president they selected. Students will use the various articles to backup their claim that either George Washington or Abraham Lincoln was the better president.
- Students will support their claim with at least 3-4 evidences from the various articles. Students will use the graphic organizer to record their ideas.
- Teachers will model hooks that grab the reader’s attention. Teachers will distribute a hook chart that provides students with various examples that students can use to hook their reader with examples incorporating information about both presidents.
- Students can also determine character traits to include in their essay. Students can use the graphic organizers that have sentence stems to describe the traits.
- Once students have their reasoning and evidence recorded, students can begin writing their persuasive writing piece on who was the more influential President Lincoln or Washington?
- Students will begin the writing process to state their opinion. The teachers will check in with each of the students to ensure that their ideas are being formulated correctly. The teachers will reiterate the use of past tense verbs when discussing their achievements and life events.
  - Small Group : Teachers will pull students to work one-on-one through the writing process.
  - Peer Editing: Students can work with a partner after they have completed the writing task. Students will provide each other with feedback and recommendations on how to improve their writing piece.
- Students can decide whether they want to type their opinion writing piece or hand write it. Students will publish their work according to the district rubric for opinion writing.

**Method(s) of Assessment of Student Learning:**

Formative: Students will be assessed using the NearPod assignments. The teacher will assess students understanding using the polls, quizzes, drawings, fill-in the blanks, and collaborative responses.

Summative: Students will write an opinion based essay determining who was the better president and why. Students will need to support their opinion with evidence and reasoning. Students will be assessed on their writing focusing on past tense verbs and formation of information presented on the President. The teacher will use a rubric to look over the students work to ensure that he/she was able to state an opinion and provide evidence to back up their voice.

**Student Groupings:** X-Whole Class X-Individual

**Materials:**

- Chromebooks
- Nearpod VR Headset
- George Washington & Abraham Lincoln Articles & Graphic Organizer
- Headphones
- Paper
- Pencil
- iPad Camera

**Consortium Software/Internet/Subscription sources:** Nearpod

Lesson 1: <https://share.nearpod.com/PrCXaScf2L>

Lesson 2: <https://share.nearpod.com/vsph/iQ3FBjUpdK>

<https://share.nearpod.com/yaYqR6Oe2L>

<https://share.nearpod.com/yvz5HgSe2L>

**Reflection:**

This was a great co-teaching lesson with the fourth and fifth grade teachers. The students were amazed with the virtual reality field trip experience and the various monuments that they were able to see all in one day. The students were able to conduct research using Nearpod lessons as well as provided reading materials. The students were able to state an opinion and provided evidence as to why that president was more influential. After the students completed their writing, we had the students conduct a Presidential Debate. The students worked on their speaking and listening skills through this classroom debate. All of the students participated and it was a great interactive lesson that wrapped up our Opinion Writing Unit. In addition to the debate, the other class also recorded tall facts about Abraham Lincoln that they learned from the two Nearpod lessons. Student's responses were displayed in the hallway for all to read! We also had the students take profile pictures just like the Presidential Portraits and put their picture inside the President that they thought was better. The students loved the blended idea because it displayed their opinion of which president had a greater influence. This was a great activity to conduct for Presidents Week. The first NearPod lesson took two class periods and the debate took two prep periods as well so that you can plan accordingly.

***Student Responses- NearPod Reports***

- ***Grade 5 Verb Tenses ( See Folder for PDF)***

## **Merrick UFSD: “The Art of Information Writing: Expert Books” by Aileen Dominguez-Perez**

**Name(s) of Teacher(s):** Aileen Dominguez-Perez

**District:** Merrick

**School:** Chatterton

**Grade(s):** 3rd

**English Proficiency Level(s):** Expanding/Commanding

**Lesson/Unit Title:** The Art of Information Writing: Expert Books

**Program Type:** Integrated ENL and Co-Teaching

**Description of Prior Learning:** In this unit students learned that information texts are organized and structured to help readers learn. They have learned that information texts are organized and structured to help readers learn, their writing needs to be focused and have structure, information texts include information sectioned into paragraphs, how to use nonfiction text features to support meaning in their texts.

Students were able to:

- write introductions, organize information and include text features that help their readers.
- logically organize their writing pieces
- elaborate on topics to include facts, definitions and other important details.
- use linking words and phrases to connect ideas, paragraphs and chapters
- include a concluding statement or section
- edit for writing conventions: o spelling (using word walls), o beginning and ending capitalization, o punctuation. o paragraphing (change in subtopic)

**Standards Addressed:**

**CCLS ELA Standards:**

WS 3.2, WS 3.2A, WS 3.2B, WS 3.2C, WS 3.2D, WS 3.4, WS 3.5, WS 3.7, WS 3.8, WS 3.10, S/L 1, S/L 3, S/L 4, S/L 6, LS 2, LS 3

**BCCI Linguistic Demands:** W.3.2, W.3.5, W.3.7, W.3.8, SL.3.1, SL.3.3, SL.3.4, SL3.6

**Next Gen Standards:**

3W.2, 3W2a, 3W2b, 3W2c, 3W2d, 3W2e, 3W.7, 3W.8, SL3.1, 3SL1, 3LS1a, 3SL1b, 3SL1c, 3SL1d, 3SL1e, 3SL.3, 3SL.4, 3SL.6



## **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

### **Development**

- Model using Buncee and its features.
  - Show teacher sample- expert book
  - Model adding text, backgrounds, and animations.
- Discuss the best order and layout of the buncee slides.
- Model how to share their buncee onto a buncee board for the class to see. Then show students how you can see each other's expert book and can comment on their buncee presentations.
- Students will then share their buncee on the class Expert Books Buncee Board. They will click on their classmate's buncées, read and learn about their expert topic. Then they will comment on each buncee they viewed. Their comment will include two things:
  - One interesting fact they learned.
  - One buncee feature the student used in their presentation that they liked and would use in the future.

### **Method(s) of Assessment of Student Learning:**

- Students will share their buncee on the class Expert Books Buncee Board.
- They will comment on each buncee they viewed.
  - One interesting fact they learned.
  - One buncee feature the student used in their presentation that they liked and would use in the future.
- <https://app.edu.buncee.com/bunceeboard/36c738d5969d4980bde3be5066cd03cb>

**Student Groupings:** ✓ Whole Class ✓ Small Group ✓ Individual

**Materials:** Expert book draft, student laptops, Buncee website.

**Consortium Software/Internet/Subscription sources:** Buncee

**Reflection:** The students enjoyed the new Buncee feature and I found that it was a great way for our students to provide constructive feedback to one another. Our students were excited to teach others about their topic.

## Merrick UFSD: “Opinion Writing” by Kristin O’Leary

**Name(s) of Teacher(s):** Kristin O’Leary

**District:** Merrick

**School:** Birch and Lakeside

**Grade(s):** 2

**English Proficiency Level(s):** Transitioning

**Lesson/Unit Title:** Opinion/Persuasive Writing

**Program Type:** Integrated ENL Class: ELA

**Description of Prior Learning:**

**Standards Addressed:**

CCLS ELA Standards (required): CCSS.ELA-LITERACY.W.2.1

BCCI Linguistic Demands (required): W.2.1

Next Generation Standards (required): 2W1

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Day 1: Introduction to Opinion Writing

1. Whole group lesson with teacher meet at carpet.
2. Explain how opinions (a lot of the time) come from things that we like and dislike.
  - a. Create a list of teachers like and dislikes
  - b. Have students create a list of their likes and dislikes
3. Explain how you need to have reasons/examples to explain or justify your opinion.
4. Choose one from the list of likes and dislikes, and chart reasons to justify your opinion with class.

Day 2: Introduction

1. Powtoon Video: Teaching without Frills Opinion Writing- Introduction
  - a. Provide organizer
    - i. Hook: Are you someone who?/ Do you like?
    - ii. Topic
    - iii. Opinion
2. As a class write an introduction for a favorite book, a favorite snack, etc.

3. Have students independently write introductions for one or more of their likes or dislikes.
4. Classroom teacher with small group, ENL teacher with small group.

#### Day 3: Plan

1. Powtoon Video: Teaching without Frills Opinion Writing- Making a Plan
2. As a class plan one of your opinions using a graphic organizer (only need 3 reasons instead of videos 2)
3. Have students do a planning page for (1) like or dislike.
4. Classroom teacher with small group, ENL teacher with small group.

#### Day 4: Reasons and Examples

1. Powtoon Video: Teaching without Frills Opinion Writing- Writing a Plan: Reasons and examples
2. As a class write your examples for the topic of your choice.
3. Have students independently think of reasons/example to support their opinion.
4. Classroom teacher with small group, ENL teacher with small group.

#### Day 5/6: Drafting

1. Powtoon Video: Teaching without Frills Opinion Writing- Drafting
2. Provide graphic organizer
3. Classroom teacher with small group, ENL teacher with small group.

Last Day: Publish using Buncee.

#### **Student Work:**

<https://app.edu.buncee.com/buncee/d18c5380dc214882ac1889c2e821b169>

<https://app.edu.buncee.com/buncee/2282e28d1b394350be63d1401c259e1c>

#### **Method(s) of Assessment of Student Learning:**

**Formative:** Small group work, planning pages, graphic organizers, questioning throughout the process

**Summative:** Pre and Post Assessment Opinion writing

**Student Groupings:** Whole Class, Small Group, individual

**Materials:** Graphic organizer, iPad, pencil, paper Buncee app, voice recorder via Buncee, opinion sentence starters

**Consortium Software/Internet/Subscription sources:** iPad, Voice Recorder, and Buncee subscription

**Other References/Resources:** Powtoon Opinion Writing Videos: Teaching Without Frills

**Reflection:** My students loved getting to use Buncee after all of their hard work. Breaking down the process took more time than normally allotted, but it helped students have a better understanding of the opinion writing process.

## Miller Place UFSD: “Letters to the Editor” by Alyssa Tortorella

Name(s) of Teacher(s): Alyssa Tortorella

District: Miller Place UFSD

School: LADSBS

Grade(s): 5th grade

English Proficiency Level(s): Transitioning and Expanding

Lesson/Unit Title: Letters to the Editor

Program Type:

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching (Insert co-teaching model)

Description of Prior Learning: As a whole class, we would go over the news-o-matic article layout together and we would read an article together daily. We have learned about different types of letters and have had pen pals in the past.

Standards Addressed:

CCLS English Language Arts Standard(s): (required)

RI.5.1 Linguistic Demand use words and phrases to reference a quote from the text use introductory words and phrases to explain inferences from the text

W.5.4 Linguistic Demand Writing effectively in the English language using proper punctuation and grammar

L.5.3 Linguistic Demand use the English language effectively in all aspects of discussion, reading, writing and listening to convey the proper meaning and message

Procedure (What the Teacher(s) Does/Do & What the Students Do):

- Teacher will introduce an article of the day on news-o-matic. The article that will be chosen will be an article that students are most interested in. Teacher and student will discuss the title and bring in any background knowledge the students may have. This will help activate prior knowledge in other students and getting them to make home connections.
- Teacher will facilitate reading of the article. The teacher will read once, then have the students read through the second time. Teacher will ask students for home connections and to continue a discussion about the topic. This discussion will have students bring in home knowledge, opinions and inferences they made while reading and thinking about this topic.

- Students will be asked to write a friendly letter to the editor responding to the article. Students will be writing a reaction to the article/topic. Teacher will review the parts of a friendly letter and the rules of the English Language.
- Students will work independently to write their letter on the iPads and submit their letter to the editor after student-teacher conference.

**Method(s) of Assessment of Student Learning:**

**Summative: student writing would show understanding of the topic and the conventions of written English.**

**Student Groupings: Whole Class Small Group Pair Work Individual**

**Materials: iPads**

**Consortium Software/Internet/Subscription sources: News-o-matic**

**Reflection: Since we are doing iRead this year, I was unable to actually implement this lesson. I wish I had because this could have been a really fun way to incorporate writing into ENL. This would spark students' interest and let them write about something they are passionate about weekly. I like this idea because it brings current events to their level and easy for them to understand. I also like this app because it helps introduce them to the news and news in written form rather than TV or radio. I think this app and this lesson would have really sparked their interest and had them looking forward to doing it every week.**

## North Bellmore UFSD: “States of Matter” by Olivia Hodge

**Name(s) of Teacher(s):** Olivia Hodge

**District:** North Bellmore

**School:** Newbridge Rd.

**Grade(s):** 5

**English Proficiency Level(s):** Transitioning

**Lesson/Unit Title:** States of Matter (Nearpod)

**Program Type:** Co-Teaching: One Teach, One Observe

**Description of Prior Learning:** Students have prior knowledge about matter and mass. They understand the differences between solids, liquids, and gases and know these are the different states of matter.

**Standards Addressed:**

**5-PS1-2, 5-PS1-3, 5 RI. 5.4, 5 SL. 5.3, 5 SL. 5.6, I.P 3.2:**

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Students will complete a Nearpod activity on States of Matter (<https://share.nearpod.com/vsph/SWHvqqdP1J>). The ENL teacher will facilitate the lesson making sure students comprehend the vocabulary and the pictures used to describe the different states of matter. The classroom teacher will rotate around the room ensuring each student, including ENL students, understands how to navigate through Nearpod and answer any questions.

Students will answer review questions regarding the different states of matter before the Nearpod activity. After the Nearpod activity students will work with a partner to show their understanding of the different states of matter on a worksheet.

**Method(s) of Assessment of Student Learning:**

**Formative:** Students will be assessed as they complete their worksheet within the group. They will also be assessed as they communicate with each other and express their reasoning with their answers.

**Student Groupings:** Whole Class

**Materials:** Smart Board/iPads/ States of Matter worksheet

**Consortium Software/Internet/Subscription sources:** Nearpod

<https://share.nearpod.com/vsph/SWHvqqdP1J>

**Other References/Resources:** Vocabulary cards

**Reflection:** The Nearpod website is great website to use in the classroom and in small group settings. The students as well the teachers feel this website is extremely helpful when introducing and reviewing various topics in all subject areas. The students enjoyed using the iPad and being able to view their responses on the SMARTBOARD. When there were wrong answers being displayed, the students were able to hear from their peers why they chose the correct answer. This was very nice to witness.



## North Bellmore UFSD: “Characteristics of Penguins” by Nicole Martelli

**Name(s) of Teacher(s):** Nicole Martelli

**District:** North Bellmore

**School:** Park Avenue

**Grade(s):** Kindergarten

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

**Lesson/Unit Title:** Characteristics of Penguins

**Program Type:**

Stand-Alone ENL Class Integrated ENL Class *(Insert Content Area)* X-Co-Teaching

**Description of Prior Learning:**

The students have been learning about the characteristics of penguins. The students have learned that penguins are aquatic mammals that live in the arctic.

**Standards Addressed:**

**CCLS English Language Arts Standard(s):**

**Reading:** RI.K.1, RI.K.4

**Speaking:** SL.K.1, SL.K.2

**Next Generation Learning Standards:** KR1, KR2, KR3, KR8, KSL1, KSL2

**BCCI NLAP –MAD/GLAD Linguistic Demands:**

**R.K.2:**

- Where do penguins live?
- Why do penguins need flippers?
- What do penguins eat?
- How do penguins swim?
- How do penguins survive in the cold weather?

**R.K.4**

- What does the word slide mean? Which meaning of the word does author want us to use?
- What is a beak? How is it helpful for penguins?
- What are webbed feet?
- Show me the purpose of a penguin fins. What are fins?

### SL.K.1:

- Sentence Frames/Accountable Talk:
  - I would like to add on \_\_\_\_.
  - I agree/disagree with \_\_\_\_ because \_\_\_\_\_.
  - I would like to piggy-back on \_\_\_\_\_.
  - I learned that penguins can/have/are \_\_\_\_\_.
  - Can you share what your partner told you they learned?
  - How do penguins compare with other arctic animals?

### SL.K.2:

- Where do penguins live?
- Why do penguins need flippers?
- What do penguins eat?
- How do penguins swim?
- How do penguins survive in the cold weather?

### Procedure (What the Teacher(s) Does/Do & What the Students Do):

*(For a Co-teaching lesson, include the roles of each co-teacher.)*

- **Teaching Point:** Students will describe characteristics of penguins.
  - **Listening:** Listen to NearPod activity (link below) and book read aloud.
  - **Speaking:** Share new facts learned using Chatterpix.
  - **Reading:** Read words/labels written/vocabulary.
  - **Writing:** Illustrate thinking using pictures and speak about pictures.
- Refer back to the class anchor chart of a tree map of penguins (can, have, are)
- Have the students turn and talk about facts they know about penguins. (turn & talk) While the classroom teacher is listening in on turn and talks and calling on students to answer, the ENL teacher will be recording the students answers on the tree map and sketching an illustration to go with each word
- After the students are done sharing what they have already learned about penguins, the students will break into groups
- Before breaking into groups, review new vocabulary associated with penguins. Use TPR and picture vocabulary to demonstrate each word before sending students off into groups.
  - Belly
  - Flippers
  - Beak
  - Slide **homonym**
  - Ice
  - Webbed feet
- **Group 1:** Students will match the picture vocabulary to the words in the book. Cut and glue the pictures that go with each word.
- **Group 2:** Work with classroom teacher on guided reading on penguins
- **Group 3:** Work with ENL teacher NearPod lesson on iPads and use ChatterPix

- The ENL group will work on the iPads to listen to a NearPod activity on penguins. <https://share.nearpod.com/rhf1VUjn4K> The picture vocabulary will be printed out for each student to use as a reference.
- After going through the slides together, the students will share one fact they learned about penguins. Once the students share their fact, he/she will choose a picture to go with their fact and record their voices on Chatterpix.
- After sharing ideas, all groups will come together and share new information they learned about penguins. Both teachers will listen in on turn and talk sharing. Then, the classroom teacher will call on the students to share, and the ENL teacher will write down new facts in the tree map and sketch a picture to go with each idea.

**Method(s) of Assessment of Student Learning:**

Formative: Teacher observation checklist

Summative: Chatterpix Speaking

**Student Groupings:** X-Whole Class X-Small Group Pair Work X-Individual

**Materials:**

-iPads <https://share.nearpod.com/rhf1VUjn4K>

-Penguin Anchor Chart

-Picture Vocabulary

-Chatterpix/NearPod

-Guided Reading Penguin Books

-Crayons/Pencils

-Post-its

**Consortium Software/Internet/Subscription sources:**

- NearPod
- Chatterpix

**Other References/Resources:**

- Reading A-Z Penguins
- Tree Map Anchor Chart for Penguins

**Reflection:**

Personally, I feel this lesson went wonderfully! The students loved using Chatterpix to record their answers. The students were able to listen to their voice recordings and make

adjustments to their speaking if they felt they did not speak clearly enough or did not speak in complete sentences. The students were so excited to listen to one another and choose a picture to accompany their ideas. In addition to using Chatterpix, the students also loved watching the videos included in the NearPod activity and using the virtual field trip to look around the arctic. Based on listening in on the turn and talk conversations and small group sharing, I was able to notice the students were able to achieve the intended objectives of the lesson.

***Samples of the students' work - in folder***

## North Bellmore UFSD: “Inferencing” by Samantha Sand & Jen Fredrickson

**Name(s) of Teacher(s):** Samantha Sand and Jen Fredrickson

**District:** North Bellmore

**School:** John G. Dinkelmeyer

**Grade(s):** 4

**English Proficiency Level(s):**

- One student has a proficiency level of commanding 2
- Two students have a proficiency level of Expanding

**Lesson/Unit Title:**

The lesson is on Inferencing with the story Two Bad Ants

**Program Type:** Co-Teaching –\_One teach one assist

**Description of Prior Learning:**

These students have prior knowledge on making inferences with pictures. They have learned how to make inferences based on videos they have watched and are able to use clues from the videos and pictures to support their answers. They also have prior knowledge on making inferences with mini paragraph stories.

**Standards Addressed:**

CCLS English Language Arts Standard(s): (required)

**RL.4.1, RF.4.4.A, W.4.1.B, W.4.2.C, SL.4.1.A, SL.4.1.C, SL.4.1.D, L.4.1.F, L.4.4.A**

BCCI NLAP –MAD/GLAD Linguistic Demands: (required)

**BCCI RL. 4.1, BCCI SL. 4.1, BCCI SL. 4.3, BCCI SL 4.6**

**Next Generation Learning Standards ELA:** 4R1, 4R8, 4SL1, 4LS1a, 4SL1b, 4SL1c

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

-The lesson will launch with the teacher reviewing the definition of inferencing with the students using the anchor chart, reviewing what they have learned prior to this lesson, and modeling of the first activity “What’s in Ms. Sand’s Bag?”. (5 minutes) The students will then use their object to begin making inferences.(5 minutes)

- The students and teacher will discuss that as they read certain pieces from Two Bad Ants again they will look for inferences and evidence to explain their inference. The teacher will provide the students with sentence stems that help them express their inferences. The

teacher will model the first example from the book on page 10. As the teacher reads it out loud she will model how she discovers her inference and what she does to get the evidence. (5 minutes)

- The students will then each read pages 18-19 and then turn and talk about what they think their inference and evidence is for this example. They will use their sentence frames to help them discuss. Then together we will review that example (8 minutes)
- The students will then each be provided with an individual example on pages 20, 22-23, 28-29. They will read their pages and look at the pictures to write their inferences and evidence in their graphic organizers. (10 minutes).
- Closure- The students will discuss the following review questions: 1. “Why do readers make inferences?”, “2. How does making inferences help us as readers?”, “3. Where can you make inferences?”, 4. “How can you practice this skill?”, and “5. When reading, what are some things you can use to help you make inferences?” using the app Nearpod (<https://share.nearpod.com/yNBk2BNe4K>). The teacher will provide the students the code and then the co-teacher will assist the students to make sure they are following along as the teacher moves through the slides. The students will answer the questions and interact on their pads to answer these questions and the teacher will review them on the board. The co-teacher will assist with any technology issues and help students type their answers if they are struggling on the keyboards.(7 minutes)

### **Method(s) of Assessment of Student Learning:**

Formative: Students will be assessed informally throughout the entire lesson. They will be assessed as they complete the first activity “What’s in Ms. Sand’s Bag” and they use information from what they learned to help them make inferences about Ms. Sand with the objects. They will be informally assessed as they work together to complete the second example and make the inference with evidence from the story. Also they will be informally assessed as they work individually to complete their independent examples, as they participate in “turn and talks”, complete their graphic organizers, answer questions, interact on the app Nearpod, and express their answers both orally and written using the sentence frames and accountable talk frames. They will be assessed as they work in a group, as they complete their handouts, complete their object boxes during “What’s in Ms. Sand’s Bag”, as they communicate and ask and answer questions, and as they verbally express a situation that may occur to the strategy. These are all formative assessments. The students’ handouts will also be collected at the end to further collect information on students’ comprehension of the skill and material.

**Student Groupings:** X-Whole Class X-Small Group X-Pair Work X-Individual

### **Materials:**

SMART notebook lesson

Inferencing anchor chart and sentence frame bookmarks

Ms. Sand’s bag with Ranger Shirt, Yankee Hat, Fitbit, and Twizzlers

Ms. Sand’s bag chart

Two Bad Aunts - book

Graphic organizer

Student sample pages

Nearpod app - IPAD: link: <https://share.nearpod.com/yNBk2BNe4K>

**Consortium Software/Internet/Subscription sources:**

I used Nearpod so that students could reflect on their understanding of inferencing. The students used this as their exit ticket to demonstrate a deeper thinking of inferencing.

**Other References/Resources:**

Two Bad Aunts by Chris Van Allsburg

**Reflection:**

The Nearpod app was very successful not just for the students in this class or this lesson but for me as the teacher. The students truly enjoyed using this app as they had an opportunity to work on the iPad, interact with each other, see one another's responses, and monitor their own learning. By using Nearpod as an exit ticket the students were able to reflect on the lesson and demonstrate their thinking at a deeper level when it comes to making inferences. I as the teacher was able to use this as a formal assessment and use this to plan my future lessons as to where my students are struggling. Using Nearpod was beneficial because all students were involved and it was a great extension to our learning.

## North Bellmore UFSD: “STEAM activity Engineering” by Diane Vaccaro

**Name(s) of Teacher(s):** Diane Vaccaro

**District:** North Bellmore

**School:** Newbridge Road

**Grade(s):** 2nd

**English Proficiency Level(s):** Emerging, transitioning and expanding

**Lesson/Unit Title:** STEAM activity Engineering

**Program Type:**

Stand-Alone ENL Class X Integrated ENL Class (*Insert Content Area*)  ICo-Teaching

**Description of Prior Learning:** The students have been learning about what engineering is and what an engineer does.

**Standards Addressed:**

CCLS ELA Standards (required): 2.RL.1, 2.RI.10

BCCI Linguistic Demands (required):

- BCCI RL. 4.1, BCCI SL. 4.1, BCCI SL. 4.3, BCCI SL 4.6

Next Gen Standards (required): **K-2 ETS1-2: Engineering and Design.** Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**Procedure (What the Teacher(s) Does/Do & What the Students Do):** ·

D-STEAM is Science/Technology/Engineering/Art/Math. Today we are going to concentrate on ENGINEERING. We will build a structure and this structure will have to hold an object.

- L- What word is in the word STEAM?
- L-Turn and talk to your partner about the language and behavior that should happen when we work as a team. What worked? What didn't work? Teachers walk around and listen in on the conversations that are had.
- Share out a few....
- D- Explain each activity and remind them to use the sentence starters and social language



- L-explain the journal and what a task is.

During activity the children will be grouped and the ELL's and struggling learners will be grouped together.

Each group will have on their table sentence stems and social team-work language.

Vaccaro will be staying with the ELL's to make sure the language is being used.

Harrington and aide will be working with the other groups to monitor and assess.

Materials will be handed out after the group decides on a plan.

Early finishers can build another structure and if time allows they will compare and contrast the two structures.

**Closure:** Students will stay in their groups and a picture will be displayed on the SmartBoard. They will have to talk as a group to see how this picture relates to their group.

**Method(s) of Assessment of Student Learning:**

**Formative:** Students self-assessment checklist

**Summative:** Teacher will assess through questioning and observation

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:**

- Cups
- Cookies
- Marshmallows
- Tooth picks
- Play doh
- Candles
- Direction cards
- Sentence stems
- Team-work language sheet
- Anchor chart

**Consortium Software/Internet/Subscription sources:** I used Nearpod. The students were able to learn what the job of an engineer is.

**Other References/Resources:** Rosie Revere Engineer Author Andrea Beaty

**Reflection:** This lesson was amazing. The students were able to talk to each other using sentence stems and teamwork language. They enjoyed becoming engineers and creating different structures to hold different objects.

## North Merrick UFSD & Island Trees UFSD: “*Social & Emotional Conversation*” by Christina Moser & Jennifer Anderson

**Name(s) of Teacher(s):** Christina Moser & Jennifer Anderson

**Districts:** North Merrick & Island Trees

**School:** Old Mill Road School (North Merrick) & Michael F. Stokes School (Island Trees)

**Grade(s):** First & Second

**English Proficiency Level(s):** Transitioning & Expanding

**Lesson/Unit Title:** Social & Emotional Conversation

**Program Type:** Co-Teaching: *Parallel*

**Description of Prior Learning:** Students will be able to discuss themselves, their family, and what makes them unique.

**Standards Addressed:**

CCLS English Language Arts Standard(s): CCSS.ELA-LITERACY.SL.2.1, SL.2.1a

BCCI NLAP –MAD/GLAD Linguistic Demands:

- Use words and phrases to contribute to conversations (e.g., What I heard you say is...; I don't understand...; I noticed you...).
- Use questions forms to elicit exchanges from peers or adults (e.g., I have a question about...; Can you tell me more about...).

*Next Generation Standards:*

Speaking and Listening Standards: 1SL.1.1, 1SL.1.1b

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- Students will complete graphic organizers for six different categories reflecting details of themselves.
- Students will create a Buncee presenting the information from their graphic organizers.
- They will learn how to navigate the Buncee website to add detail, voice and animation to their written words.
- Students will use their information from the graphic organizers to participate in a conversation with their ENL peers via Buncee.
- The ENL Buncee Pen Pals were chosen by their teachers using gender, language and grade level.

- Students will practice their speech by recording and listening to themselves using the Buncee app on the iPad.
- Students will subscribe to a Buncee Board created by each school district. They will add their bunces to the Buncee Mail Board.
- Utilizing the Buncee Board: Buncee Mail, students will respond and comment on each other's Buncees using grade appropriate language. Students will also rate their new ENL friend's Buncees using the Buncee Man Emoji.
- Students will create a video of themselves reviewing their pen pal's buncee (writing workshop model - writing a review).

**Method(s) of Assessment of Student Learning:**

- The students will be assessed on the completion of the graphic organizer.
- The students will be assessed on their effective listening and speaking skills during the conversation with their ENL peers.
- The students will be assessed on how well they utilize the Buncee website and their final Buncee product.
- The students will be assessed on how well they review their pen pal's Buncee through video.

Type of Assessment : Formative

**Student Groupings:**  Small Group

**Materials:** All About Me graphic organizers, iPads, anchor charts, Buncee app, Scholastic.com graphic organizer

**Consortium Software/Internet/Subscription sources:**

Pinterest, Common Core Learning Standards app., BCCI Progressions; Guide to Academic and Linguistic Demands, Lucy Calkins Writing Workshop, Grade One - Writing Reviews and Buncee app.

**Reflection:** The students enjoyed this lesson using the iPads to create their Buncee. In the very beginning, it was a bit challenging logging onto their iPads and navigating the Buncee site. With more opportunity to practice, the children were eager to create their Buncees. Some of the components used were Text, Animation, Stickers, and Video. The students easily applied what they had learned with confidence and ease. The students were so excited to receive a notification that they had Buncee Mail. They enjoyed reading the comments from other students as well as writing comments of their own.

**Evidence of student work:**

<https://app.edu.buncee.com/bunceeboard/7779ec9960814e2f84ce16b4ab4dff91>

## North Merrick UFSD: “Author’s Purpose” by Lauren Kotler

**Name(s) of Teacher(s):** Lauren Kotler

**District:** North Merrick

**School:** Harold D. Fayette Elementary

**Grade(s):** 3

**English Proficiency Level(s):** FLEP

**Lesson/Unit Title:** Author’s Purpose

**Program Type:**

X Integrated ENL Class (ELA) X Co-Teaching (teaming)

**Description of Prior Learning:** Prior to this lesson, the students participated in an activity to frontload the academic vocabulary needed for the Author’s Purpose lesson.

<https://share.nearpod.com/vsph/WUCSMcbPVJ>

**Standards Addressed:**

CCLS ELA RI.3.6 Student Content Target

BCCI/NLAP Reading for Information Anchor Standard 6

Linguistic Demand/Language Target

*I can identify words and phrases that help determine the author’s purpose.*

CCLS SL.3.1 BCCI/NLAP Speaking and Listening Anchor Standard 1

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- Teacher(s) will introduce the lesson’s learning targets.
- Teacher(s) will activate prior knowledge by discussing the personal narrative writing unit just completed and by discussing the non-fiction writing unit they will begin.
- Students will participate in a Nearpod lesson on Author’s Purpose on their laptops (<https://share.nearpod.com/vsph/WUCSMcbPVJ>).
- Teacher(s) will control the lesson and share answers/results on the smartboard.
- Students will build background knowledge and learn more about an author’s purpose by listening to the lyrics of the Author’s Purpose Rap. A pie graphic organizer divided into 3 sections will be provided to students for note-taking purposes during the video.
- After listening to the song, students will collaborate with one another by responding to the question on the slide: Why do you think authors write? Teacher(s) will discuss the responses.

- Teacher(s) will discuss how a mnemonic device can help us remember information. Students will share out acronyms they are already familiar with, and a student will come up to the smartboard to introduce the acronym for “PIE”.
- Student PIE Assistants will read information pertaining to each purpose and discuss examples for each purpose. Students will independently complete several slides by utilizing the draw it tools to circle the stars that show examples for each purpose.
- Teacher(s) will review a slide with words and phrases that will help students determine the author’s purpose.
- Teacher(s) will provide an author’s grab bag filled with texts for each purpose. Students will pick a text from the bag to analyze and discuss.
- Teacher(s) will model how to use the Author’s Purpose Checklist as they play “Name That Purpose”.
- The students will use words, phrases and picture clues to analyze the text and determine the author’s purpose as they play “Name that Purpose”.
- As an exit ticket, the students will participate in an interactive quiz within the Nearpod lesson on the laptops.
- The students will reflect on how they feel about this topic and participate in a think-pair-share to discuss interesting facts that they learned during this lesson.

**Method(s) of Assessment of Student Learning:** Formative/Summative

- Nearpod Reports (quiz, polls, reflection, collaborate and draw-it slides)
- Name That Purpose Game
- Graphic Organizers
- Observation and anecdotal records

**Student Groupings:** (X)Whole Class (X)Pair Work (X)Individual

**Materials:**

- SMART Board, Laptops, iPad
- Pencils
- Author’s Grab Bag with assorted texts
- Differentiated Graphic Organizers
- PIE Pointers
- Author’s Purpose is as Easy as PIE Chart
- Timer

**Consortium Software/Internet/Subscription sources:**

Nearpod

iPad

SMART Board

Laptops

**Reflection:**

This lesson was engaging, and the students were actively involved during their exploration of author's purpose. Although the students were actively involved for the whole lesson, please keep in mind that the duration time for this lesson was about an hour and a half. I would teach this lesson in two parts if you have a time constraint. The graphic organizers, teacher modeling, and realia provided supports for the students in need. I did alter the original Nearpod lesson by editing and creating my own slides to address the needs of my students. By utilizing technology, my co-teacher and I were able to successfully integrate the use of a SMART Board, laptops and an interactive Nearpod lesson that engaged the students in the content. The students were able to master the learning targets in a fun and engaging way.

## North Merrick UFSD: “Integrating Technology to support research and writing in the classroom” by Cathy Marketos

**Name(s) of Teacher(s):** Cathy Marketos

**District:** North Merrick UFSD

**School:** Camp Avenue

**Grade(s):** Kindergarten, Second

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

**Lesson/Unit Title:** Integrating Technology to support research and writing in the classroom

**Program Type:**

X Stand-Alone ENL Class   Integrated ENL Class (Science)   X Co-Teaching (Parallel, One Lead one Assist)

**Description of Prior Learning:**

Kindergarteners have been developing their writing skills in Writer’s Workshop. Emphasis has been placed on providing illustrations with detail to help tell the story.

As part of a unit on sea life, second graders have been learning how to research and gather information about sea stars. They used the written information they put together to create a BUNCEE. The information was typed into a paragraph and a video was recorded of each student presenting their research.

**Standards Addressed:**

**CCLS English Language Arts Standards:**

KINDERGARTEN: SL.K.5, W.K.3, WK.8

SECOND GRADE: L.2.2, L.2.3, SL2.2, RI.2.10, W.2.

**BCCI NLAP –MAD/GLAD Linguistic Demands: KINDERGARTEN**

• Use verbs (e.g., go, eat, walked) to describe events. • Use sequence words and phrases (e.g., first, then, after, in the end) to tell events in order. • Use adjectives (e.g., happy, sad, easy, better) to describe a reaction.

**BCCI NLAP –MAD/GLAD Linguistic Demands: SECOND**

- Identify a topic. • Identify facts and definitions to develop key points. • Use introductory words to present the topic. Use sequence words and phrases (e.g., the most important fact, also, finally) to produce a report or record a science observation.
- Use concluding words and phrases (e.g., in the end, to finish, finally) to provide an ending and restate the topic of the writing piece.

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

The classroom teacher, in grade 2, had planned to have the students research/read nonfiction text related to a specific sea star assigned to them. They were to read and complete a graphic organizer in preparation for the paragraph they were to write. Some students could read independently and were able to gather additional information from the internet. Other students could use only the provided text. A few students had to have the text read to them in order to gather information. I had recorded myself reading the sea star information into a site called **Vocaroo**. The site allows you to make a **QR code** for the audio file. I saved the QR code and copied it right into the word document containing the sea star info. With headphones and the scan of the code using the iPad, students were able to hear the text read to them and replay as often as needed. All teachers met with students as they worked and throughout the stages. A rubric was completed to check for understanding of the nonfiction text. Students then completed the graphic organizer which helped categorize the information about their sea star. After, the students had to use the information and create a paragraph that included the information. They were expected to have a topic sentence, details, and a concluding sentence.

I worked with the class to help them navigate the BUNCEE site. They were all assigned log-ons and could work at home and at school. Students selected and inserted backgrounds, animations, and a photograph of their sea star. They then typed the research paragraph into the BUNCEE slide. Both the classroom teacher and myself assisted with revising and editing. Then I recorded each student reading their paragraph and uploaded the video into the BUNCEE. BUNCEE also has a feature that allows you to create QR codes. I created a QR code and inserted it into the BUNCEE slide. The whole project, including video, can be viewed if the BUNCEE was printed out in hard copy form. You can hear the QR code reading when the BUNCEE is printed out. Otherwise, you listen to the video on the BUNCEE site.

The 21 slides will be “stitched” together to create one long BUNCEE.

In Kindergarten, the teacher has been working with students to develop writing skills in Writer’s Workshop. She led the mini lessons. The first bend was, Personal Narratives. I worked with groups and individual students to brainstorm ideas and illustrate their story. We worked to label each picture and write words, phrases, or sentences to complete their stories. The students with disabilities and my non speaker of English did not have the same writing or verbal skills as the rest of the kindergarteners. We spoke about their stories and they were assisted/guided into expanding their thoughts and adding details. I had used the iPad to record them “speaking out”



their story. Vocaroo was used to create a QR code and glue onto their writing piece. When the code is scanned using a phone or iPad, you hear students reading and narrating their story.

### **Method(s) of Assessment of Student Learning:**

Kindergarten/Formative: Teacher Observation: Ability to verbalize response; Apply learned rules of print , capitals, end punctuation, phrases or sentences that include a subject and verb; Does the illustration tell the story?

Summative: The final project is the summative assessment.

Second/Formative: Teacher Observation while in progress: Ability to read for information containing facts about a specific sea star. SW conference with teacher to complete a rubric/checklist to check for understanding. SWBAT complete a graphic organizer to categorize the information (Habitat, Size...). Student will then be able to put that information into paragraph form.

Summative: The final project is the summative assessment.

**Student Groupings:** X Whole Class X Small Group  Pair Work X Individual

### **Materials:**

Kindergarten: writing paper, crayons, pencils, iPad

Second: sea star information, laptops, iPad, organizers, Buncee site

### **Consortium Software/Internet/Subscription sources:**

iPads, [www.edu.buncee.com](http://www.edu.buncee.com), Vocaroo, Code 2 QR code generator, microphone, QR code reader app

<https://app.edu.buncee.com/buncee/d874c976aa4a4f438e2e62ffba13f4c3>

**Other References/Resources:** <https://www.centralcoastbiodiversity.org/morning-sunstar-bull-solaster-dawsoni.html>

<http://www.racerocks.com/racerock/eco/taxalab/ensy02/joed.htm>

### **Reflection:**

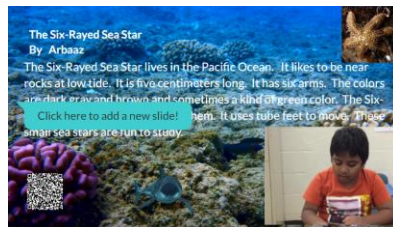
The use of BUNCEE for a research project for second grade was challenging. The background many students chose was dark and colorful so the print was not as visible had they chosen a lighter background. The students had fun incorporating animation which of course distracted them when they were told to continue organizing information for their paragraph. With assistance, students put together their paragraph about the sea star they researched. We then used the iPad to record them reading the paragraph. I have asked for the purchase of an iPad stand. Finding the right height and trying not to shake as I videotaped caused me to have to re-record a few times. Creating QR codes for the projects came up by accident. Love it and will

continue to explore the use of QR codes to assist students who cannot read independently and to bring a student's voice into the writing they do when they are not at the stage where writing expresses what they think and feel. Kids loved hearing their stories. Can't wait for parents to listen to them as well.

You can only edit a student's BUNCEE as a teacher if you make a copy. Otherwise you can only view it. Students can access their BUNCEEs at home which I was nervous about in the case that something got erased. Once you delete an item (even by accident) you cannot undo.

If you plan to create QR codes, you can use Buncee or an internet QR code creator.

**QR code for Morning Sun Star Buncee:**



**QR Code for audio of Morning Sun Star info:**



**Kindergarten Personal Narrative:**

**Kindergarten Narrative with QR Code:**



## **North Shore UFSD: “How to –”/How to make a Valentine” by Victoria Bader & Caryn Schlesinger**

**Teachers:** Victoria Bader and Caryn Schlesinger (ENL Teachers)

**District:** North Shore School District

**School:** Sea Cliff Elementary

**Grade:** Kindergarten

**English Proficiency Levels:** Entering, Emerging, Transitioning and Expanding

**Unit:** “How to –”

**Lesson:** Writers will be able to utilize sequence words and expert verbs in order to teach a reader how to complete a certain task. (How to make a Valentine)

**Program Type:** Stand-Alone

### **Description of Prior Learning:**

Kindergarten students had worked on writing like readers. Utilizing sketches, realistic colors, labeling the sketches and letter sounds to express their message. Additionally, they have been verbally expressing their stories across multiple pages or scenes.

### **CCLS English Language Arts Standards:**

**Writing Standards:** W.K.2, W.K.3

**Speaking and Listening Standards:** SL.K.4, SL.K. 6

**Language Standards:** L.K.5d.

**BCCI NLAP – MAD/GLAD Linguistic Demands:** RI.5.8, W.5.1, SL.K.1

**New York State Next Generation ELA Standards:** KR7, KR8, KR9

### **Procedure:**

The ENL teachers will model how to make a valentine. Prior to modeling how to make a valentine, the teachers model a conversation/discussion on what steps to take in order to make a valentine. We will model language used in discussion and sequencing.

**Language Modeled:**

First, Next, Then, After that, Finally, Last

I think that...

- 1) Group is given visuals related to the different steps of How to Make a Valentine. As a group we will label each visual with a related verb. (Verbs: Gather, Pick, Write, Send)
- 2) Connection: "We have been reading books that have taught us how to do things step by step, let's pay attention to how they teach the reader."
- 3) Teach: ENL Teachers and students complete a shared write using sequence words to teach a reader, "How to make a Valentine"
- 4) Active Engagement: Students will complete their own individual "How to" books about valentines.
- 5) Link: The students will pick a step to visually demonstrate and use the language from their book to rehearse. Teachers will film each step.
- 6) Once the students have their step rehearsed and materials ready. The teacher will video them demonstrating the step. The clips will be attached to the appropriate Buncee slide.

### **Method of Assessment of Student Learning:**

#### **Formative:**

- Use of the completed Buncee to educate the entire Kindergarten population of Sea Cliff Elementary.

#### **Summative:**

- Compare individual writing with the shared writing pieces.
- Completed "How to make a Valentine" book

### **Student Grouping:**

Kindergarten ENL students from all four classrooms were united in a Stand-alone for this project.

### **Materials:**

Art materials to create a valentine, iPad, blank Kindergarten writing sheets

### **Consortium Subscription Sources:**

[www.edu.buncee.com](http://www.edu.buncee.com)

### **Reflection/SVO:**

The use of Buncee motivated students to express themselves in a variety of ways. They used realia to model steps, they collaborated in deciding on steps, it also required a commitment to others because the end product was something that reflected all of their work.

**Evidence of Student Work**

**<https://app.edu.buncee.com/buncee/b82d23e3d8404c5bb8655ff438c15c26>**

## **North Shore UFSD: “How-To Writing” by Colleen Hasselmann & Linda Burgos**

Teachers: Colleen Hasselmann (ENL Teacher) and Linda Burgos (Classroom Teacher)

District: North Shore Schools District

School: Glenwood Landing Elementary

Grade: Kindergarten

English Proficiency Levels: Emerging and Advanced

Unit: How-To Writing

Background:

Students in this class were writing How-to books. The unit consisted of lessons centered around structure and habits of good writers (using sight words, finger spaces, stretching out words to hear sounds, writing in lowercase letters, using punctuation, etc.).

### **Kindergarten Writing Standards**

Common Core: W.K.2

Next Generation: KW2

BCCI: W.K.2

### **Kindergarten Speaking and Listening Standards**

Common Core: SL.K.1, SL.K.4

Next Generation: KSL1, KLS1a, KSL1b, KLS1c, KSL4

BBCI: SL.K.1, SL.K.4

### **Kindergarten Language Standards**

Common Core: L.K.1

Next Generation: Anchor Standard L1, Anchor Standard L2, KL4

Procedures:

Students are working in small groups to create their own how-to Youtube video. First, students watched various YouTube videos of students of a similar age teaching others how to do something (make lemonade, slime, salad, and bowl of cereal). Students generated a list of possible topics in a whole-class brainstorming session for their how-tos. From their list, each student selected a topic they were interested in (How to be a friend, How to listen to the teacher, How to Read, How to Eat Lunch). Each group collaboratively planned out the steps of their how-to by acting it out and documenting each step by taking photographs using the class iPads. Then, students used their photographs to help guide their writing. With prompting and support, the students collaborated to write a shared how-to book detailing each step, this book will act as a script. After finishing their collective books, students then acted out each step and filmed one another using iMovie on the class iPads. At the conclusion of the writing unit, students had the opportunity to watch each groups' Youtube video on the classroom Smartboard.

Assessment:

Summative: Teachers will assess the students' collective script (share writing book) for their How-to Youtube video.

Student Grouping: Small Group

Materials:

- Enlarged writing paper
- Photographs from planning session
- Teacher-created vocabulary cards (verbs)
- Teacher-created transitional words
- Bookbag and book
- Class iPads
- iMovie
- Smartboard

**Consortium Software/Internet/Subscription sources:** Youtube and iMovie

**Reflection:**

These Youtube videos were a great way of engaging students in a meaningful activity. Students learned an array of things such as new vocabulary, the procedural writing structure, as well as improved their writing mechanics, communication and collaborative

skills. Not only were students extremely excited and motivated to work on this project, but it also gave them the chance to work with their native English-speaking peers. The students loved watching their own Youtube videos and the videos of their classmates. Creating these videos allowed my students to showcase and celebrate their hard work and expertise in a 21<sup>st</sup> century way.



## North Shore UFSD: “Researching My Native Country” by Gila Liechtung

**Name of Teacher:** Gila Liechtung - ENL Teacher

**District:** North Shore School District

**School:** Glenwood Landing Elementary School

**Grade:** 3

**English Proficiency Level:** Entering

**Lesson/Unit Title:** Researching My Native Country

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class  Co-Teaching

**Description of Prior Learning:** This project began with an overview of research and what that entailed. Then the student was exposed to content vocabulary. These vocabulary words included both tier 1 and tier 2 words; clothing, activities, continents, country, flag, homes, food, language, education, and celebrations. These words were reinforced at the beginning of every lesson with various activities including matching, writing, sorting, listening, reading, and speaking. I activated prior knowledge about her experiences in her native country through discussions, videos, and pictures. This allowed my students to build a deeper connection to the project and feel comfortable sharing her personal experiences. This lesson was used to prepare the student for future research projects about China.

**Standards Addressed:**

CCLS English Language Arts Standard(s): RI.3.7, W.3.2, W.3.7

BCCI NLAP –MAD/GLAD Linguistic Demands: Grade 3 RI.3.4, W.3.2

CCLS Social Studies: Standard 3

Next Generation Learning Standards: 3.RI.3, 3.SL.4, 3.W.2, 3.W.6, 3.W.7

**Procedure:** The concept of the project was explained to engage and excite the student. The parameters and guidelines were established and understood. I began the lesson by showing a video about the Dominican Republic. Then content specific vocabulary was introduced. This vocabulary was reinforced at every lesson with a matching, sorting, listening, or speaking activity. Next, the concept of research was discussed as prior knowledge was activated about the Dominican Republic. Several books were tabbed to assist in locating information from sources. This will alleviate the stress of looking through entire texts and narrow the search for the language learners.

I modeled the first section to research. The information is gathered and organized as the student observes. This was a great opportunity for the student to understand how to organize information found from various sources. Synthesizing the information is a key strategy that had been highlighted within the research project.

Following the model, I worked with the student to locate information for the next section. I offered sentence starters to assist in writing and stems were applied to extend sentences. This served as a great tool for reading and writing practice which includes

the academic vocabulary in various sources. The support enabled the student to fully comprehend the structure of the lesson and work more independently as we moved forward with the research. In addition, I provided verbal feedback and scaffold as the research continued. This allowed me to take anecdotal notes about overall language development. This process continued for the remainder of the research sections. Language support was offered in sentence stems and frames, verbal directions and scaffolds, as well as pictures to engage and elicit responses relevant to the various topics.

At the end of the research, the student used the information and created a book using the iPad app *Book Creator*. Pictures were imported, recordings of the student reading were added, and writing was used to showcase the Dominican Republic. The last section labeled “Interesting Facts” was used as a means of assessment and exit ticket.

### **Method(s) of Assessment of Student Learning:**

Formative: I collected anecdotal data throughout each lesson. I listened to the student speak about her native country and formulate sentences verbally. This will guide future speaking activities to help develop her fluency. In addition, reading and writing are analyzed constantly to guide future lessons pertaining to overall language acquisition, grammar usage, and reading accuracy. Furthermore, the completed project will also serve as a formative assessment.

Summative: At the end of the project, we reviewed the information collected about the Dominican Republic. The report was shared with the student’s class as she offered information about her native country. Then, I administered an informal evaluation about what she learned from the project, requiring students to recall taught and researched information.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** Smartboard, My Country Fact Sheet, Vocabulary cards, highlighters, pencils, Books about the Dominican Republic, Book Creator app, iPads, Web-Based Research

### **Consortium Software/Internet/Subscription sources:**

Book Creator app, Google

### **Other References/Resources:**

YouTube video about the Dominican Republic:

<https://www.youtube.com/watch?v=Mevik83MeJU>

### **Reflection:**

This lesson encompassed the thinker and communicator attributes of the North Shore School District Shared Values Outcomes. The student was able to apply her knowledge and experiences into research about her native country. She recruited her higher level thinking while communicating her findings interactively. Through the use of *Book*

*Creator*, the student was able to generate a project that involved intense research utilizing factual information from various sources.

The student thoroughly enjoyed participating in this project. She felt a strong connection to the topic, since she is from the Dominican Republic. Through discussions, the student was able to share personal information about her life in the Dominican Republic which transferred nicely to the culmination of the book. As an extension of this project, the student will share her interactive book with her class. The completed project will be used as an assessment for language goals and to help guide future lesson plans.

## North Shore UFSD: “Poetry Writing” by Nathalie Silva & Sandra Bucca

**Unit/Lesson title:** Poetry Unit

**Teachers:** Nathalie Silva (ENL Teacher) Sandra Bucca (2<sup>nd</sup> Grade Teacher)

**District:** North Shore School District

**School:** Glen Head Elementary

**Grade:** 2<sup>nd</sup> Grade

**English Proficiency Levels:** Transitioning, Expanding and Commanding

**Unit:** Poetry Writing

**Lesson:** Writers will be able to utilize the poetic devices that they have learned throughout the unit to create a Poetry Buncee Project.

**Program Type:** Integrated

### **Description of Prior Learning:**

Students are exposed to the reading and writing of many different types of poems throughout the unit, and also learn the different features of poetry, and how poems contrast with other types of writing.

### **Standards Addressed:**

**CCLS English Language Arts Standards:** RL.2.4, RF.2.4, RF.2.4.a, RF.2.4.b, W.2.6, W.2.10

**BCCI NLAP –MAD/GLAD Linguistic Demands:** RL.2.4, W.2.5, W.2.11

**NYS Next Generation ELA Standards:** 2R4, 2W4, 2SL1, 2LS1a, 2SL5

### **Procedure:**

The classroom and ENL co-teacher will model how to create a buncee together. Prior to creating the buncee students will have spent approximately 3 weeks in the poetry unit reading and writing many different types of poetry. Students keep all of their original poems in a notebook. The teachers will model the buncee and all of the required components of the buncee. Students will then choose an original poem and will begin the process of creating the buncee as per the directions below.

Link to Student Assignment

<https://app.edu.buncee.com/buncee/f11044aaaa6043eab5ea2f363947a323>

## **Method of Assessment of Student Learning:**

**Formative:** Students were assessed on their individual Buncee presentations. The Buncee requirements were very clear. Students needed to introduce themselves, the title of their poem, they needed to read their poem and have specific poetic devices or features in their poem. Their Buncees also needed to have animation and sticker features.

**Student Groupings:** Individual

Students worked individually on their poems and on their Buncees.

**Materials:** iPads or computers, Buncee app, written poems

## **Student Grouping:**

Second Grade Integrated ENL students.

## **Materials:**

Poetry notebooks, computers or iPads, buncee app.

## **Consortium Subscription Sources:**

[www.edu.buncee.com](http://www.edu.buncee.com)

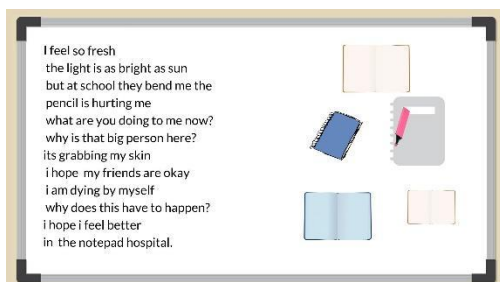
## **Reflection/SVO:**

The use of Buncee motivated students to express themselves in a variety of ways. They were excited to create a Buncee that represented their original poem in a very unique way using technology.

## **Evidence of Student Work**

Links to Student Work - the student work contains audio files

<https://app.edu.buncee.com/buncee/5db5471d2d514816aaa18f5d6b03fe17>

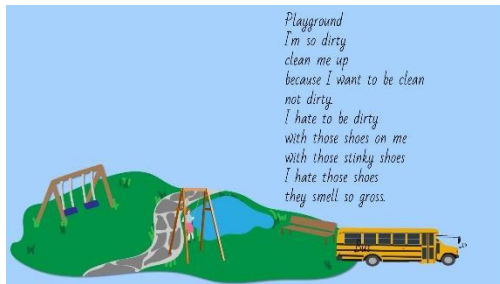


[note pad](#)

[app.edu.buncee.com](http://app.edu.buncee.com)

<https://app.edu.buncee.com/buncee/6144d0565f7b469c806fa101c47ca29a>

<https://app.edu.buncee.com/buncee/bf9d293c2b164d0aadf2b9282a8f167c>



*Playground  
I'm so dirty  
clean me up  
because I want to be clean  
not dirty.  
I hate to be dirty  
with those shoes on me  
with those stinky shoes  
I hate those shoes  
they smell so gross.*

[Playground by Vanessa](#)

[app.edu.buncee.com](https://app.edu.buncee.com)

<https://app.edu.buncee.com/buncee/50a20ce21dc1448493f80805e1b35bc1>

<https://app.edu.buncee.com/buncee/b034d52f4a954bb98e1ccb915da5622a>

## **North Shore UFSD: “Argument and Advocacy” by Marie Zilinski & Brynn D’Amico**

**Teachers:** Marie Zilinski (ENL Teacher) and Brynn D’Amico (Classroom Teacher)

**District:** North Shore School District

**School:** Glen Head Elementary

**Grade:** 5

**English Proficiency Levels:** Advanced and Commanding

**Unit:** Argument and Advocacy

**Lesson:** Readers debate an argument by stating a claim, identifying research based evidence, and preparing a Buncee presentation.

**Program Type:** Co Teaching

### **Description of Prior Learning:**

Fifth grade students completed a literacy unit entitled “Argument and Advocacy.” They studied different advertisements, persuasive news articles, and debates. Students identified claims, reasons, and cited research based evidence to prepare an animated presentation.

### **CCLS English Language Arts Standards:**

**Reading Standards for Informational Reading:** RI.5.8, RI.5.9

**Writing Standards:** W.5.1, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d

**Speaking and Listening Standards:** SL.5.4, SL.5.5

**Language Standards:** L.5.1

**BCCI NLAP –MAD/GLAD Linguistic Demands:**RI.5.8, W.5.1,W.5.1.b, W.5.1.c, W.5.1.d, SL.5.3

**New York State Next Generation ELA Standards:** 5R1, 5W1, 5SL1

### **Procedure:**

The classroom teacher and ENL teacher model debating whether or not chocolate milk should be served in school.

**Classroom Teacher:** Claim: Chocolate milk should be served in school

**ENL Teacher:** Claim: Chocolate milk should not be served in school.

1) Class is split into two groups for a parallel teaching mini lesson. One group is “for” chocolate milk being served and the other group is “against” chocolate milk being served.

**ENL teacher provides sentence starters and transitional phrases to assist the group in forming debates. In addition, articles are differentiated in reading level to meet the needs of all students.**

2) Connection: “We have been reading many persuasive articles and identifying claims, reasons and evidence. Today we are going to use our research to help us prepare “flash debates.”

3) Teach: Teachers model stating their claim and identifying one piece of text based evidence that supports their claim. Teachers model how the beginning of their debate might sound.

4) Active Engagement: Students identify two more pieces of evidence that support the claim and use sentence starters to verbalize the remainder of the debate.

5) Link: The students will choose a topic for their argument flash debates and identify at least three pieces of text based evidence to support their claim.

6) Once the students have their claim and reasons identified they will be supplied with a Buncee presentation outline to assist them in forming their “Argument and Debate” Buncee presentations.

### **Method of Assessment of Student Learning:**

#### **Formative:**

- Use of checklist/outline to be sure all parts of the research are complete.
- Teacher conferences

#### **Summative:**

- Rubric with standards
- Completed Buncee

### **Student Grouping:**

For the lesson, students were grouped according to language and other learning needs (ELL, Speech and language, Resource Room)



For independent work, research, and buncee presentation, students were grouped according to topics of interest. Modified levels of articles and/or word banks were provided as needed.

**Materials:**

Persuasive articles on a number of topics at differing reading levels: the use of plastic bottles, protecting sharks from people, extreme sports

**Consortium Subscription Sources:**

[www.edu.buncee.com](http://www.edu.buncee.com)

**Reflection/SVO:**

The use of Buncee motivated students to research and debate their topics of interest. It allowed students to present their ideas in a way that captured their audience and brought their research to life. Students were excited to read about their topic and identify text based evidence.

In addition, students collaborated and communicated with peers about the same topic. In addition, they were able to respond to each other through flash debates.

**Evidence of ENL Student Work (work in progress as of 3.19.18)**

<https://app.edu.buncee.com/buncee/5e32352da4694f7aa47ca09ddd35db12>

<https://app.edu.buncee.com/buncee/28e8407de4684f17bf6efd6de5cb9562>

<https://app.edu.buncee.com/buncee/a3f988a9832a46bfb7698c30115b1cbd>

**Evidence of Student Work (work in progress as of 3.19.18)**

<https://app.edu.buncee.com/buncee/625499dcf17e4c2888790fc1de9c808c>

## Oyster Bay-East Norwich SD: *“Writing About Research”* by Teriann Chiappardi

**Name of Teacher:** Teriann Chiappardi

**District:** Oyster Bay-East Norwich

**School:** James H. Vernon

**Grade:** 4

**English Proficiency Level:** Transitioning and Expanding

**Lesson/Unit Title:** Writing About Research

**Program Type:** Stand-Alone ENL Class Integrated ENL Class (Writing)

**Description of Prior Learning:** During the reading lessons the students did research on a dangerous weather event. The students created subcategories for the information they collected.

**Standards Addressed:**

CCLS English Language Arts Standards: **W.4.2, W.4.6**

NEXTGEN ELA Standards: **4W6, 4W7**

**BCCI NLAP –MAD/GLAD Linguistic Demands: W.4.2**

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- The students categorized the facts they found during their research. They broke this information up into categories like How to be Prepared, Ways You can Help...Etc.
- Once broken up into categories, the students imported the information into their google doc template. During this time, one on one conferences were held to make sure the students were staying on track and monitor that the words were staying within the allotted space.
- Next the students found pictures on google images that they then were able to save and import into their google doc. (This required a mini-lesson on how to do this on the iPad.) The students needed to resize the images to fit them into the template.
- The students added captions to explain the images or elaborate on an idea in that section.
- The students sat with a partner to peer edit the writing and captions of the article.

**Method(s) of Assessment of Student Learning:**

**Formative:** Each student will be working individually on their newspaper article to complete the mini-lesson for the day. During the lesson mini-conferences will be held to assess whether the student is reaching the target.

**Summative:** The final newspaper articles will be submitted for a grade based on the writing rubric.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** Epic, Google Classroom, Google Drive, Photos App

**Consortium Software/Internet/Subscription sources:** Wireless color printer and iPads

**Reflection:** This was a really exciting way to integrate both Google Classroom, Epic and Google Drive into one writing assignment. The students were engaged in the process and took ownership of their writing assignment. This was more of a unit than one lesson, and there were many days spent on this assignment. In looking back I would have done this assignment on Chromebooks if I had known. It was more complicated using the iPads, but the students were able to be successful and proud of their work.

<https://www.esboces.org/Page/1442>

## Oyster Bay-East Norwich SD: “Digraphs (sh, ch, th, wh, ph)” by Kimberly Kaufman

**Name(s) of Teacher(s):** Kimberly Kaufman

**District:** Oyster Bay-East Norwich

**School:** Theodore Roosevelt

**Grade(s):** Kindergarten

**English Proficiency Level(s):** Emerging/Intermediate

**Lesson/Unit Title:** Digraphs (sh, ch, th, wh, ph)

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area) X Co-Teaching

(Insert co-teaching model) One Teach – One Assists

**Description of Prior Learning:**

Students have been studying digraphs and how to identify the digraph sounds in words and use them to tap out and read words with digraphs.

**Standards Addressed:**

CCLS English Language Arts Standard(s):

RF.K.3, SL.K.1

BCCI NLAP –MAD/GLAD Linguistic Demands:

1. Use words and phrases to contribute to conversations (e.g., I think that, The answer is).
2. Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).

*If applicable, include Next Generation Learning Standards*

KRF2, KRF2b, KRF3, KRF3a, KSL1, KLS1a, KSL1b

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

- Mrs. Byron (General Ed. Teacher) reviewed digraph sound cards with class.
- Mrs. Kaufman (ENL) Teacher introduces Nearpod app to students.

- Mrs. Byron (General Ed. Teacher) and Mrs. Kaufman (ENL) remind students on how students behave when using the iPads.
- Mrs. Byron groups students into partnership, while Mrs. Kaufman distributes the iPads to each student partnership.
- Mrs. Kaufman talks students through logging into the Nearpod app.
- Students login to the app.
- Mrs. Kaufman guides students through the lesson, while Mrs. Byron assists students in completing assignment.  
<https://share.nearpod.com/vsph/DzIUWbx8OI>
- Students completed lesson and practiced digraphs through various Nearpod assessments and activities.

**Method(s) of Assessment of Student Learning:**

Formative: See attached Nearpod reports

Summative: See attached Nearpod reports

**Student Groupings:** XWhole Class Small Group Pair Work Individual

**Materials:** iPads, Nearpod app, Smartboard, Digraph cards.

**Consortium Software/Internet/Subscription sources:** Nearpod and iPads

**Other References/Resources:**

**Reflection:** Students really enjoyed lesson and learned a lot from using the app. Students just needed reminders on how to appropriately use iPads together as a partnership.

## Oyster Bay-East Norwich SD: “Presentations of the Events Leading to the American Revolution” by Samantha Levy-Wehr

**Name(s) of Teacher(s):** Samantha Levy-Wehr

**District:** Oyster Bay-East Norwich

**School:** James H. Vernon School

**Grade(s):** 4

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

**Lesson/Unit Title:** Causes of the American Revolution (Presentations)

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*Social Studies*)  Co-Teaching

**Description of Prior Learning:** Students have been learning about the events leading up to the American Revolution.

**Standards Addressed:**

**CCLS English Language Arts Standard(s):** RI.4.3, W.4.6, SL.4.4

**BCCI NLAP –MAD/GLAD Linguistic Demands:** RI.4.3, W.4.6, SL.4.4

**CCLS Social Studies Standard(s):** 4.3.9: *Concept 3*

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- ★ The teacher shows the students how to sign into Buncee and join the “class” that was set up for these presentations.
- ★ The teacher demonstrates how to use Buncee (i.e. how to add background, text, pictures, etc.).
- ★ The teacher assigns each student a group and topic related to the events that led to The American Revolution that they must present.
- ★ The students discussed which subtopic(s) each will be creating slides for within Buncee related to their assigned topic.
- ★ The students reread the resources provided by their teacher and used the internet to gather information related to their subtopic.
- ★ The students pick the important details and events related to their subtopic to include in their slides to teach about it.
- ★ The students could also include relevant pictures and/or videos to include on their slides.
- ★ The teacher then had to clip and stitch the students’ slides together to make each presentation since students cannot collaborate on one Buncee.

- ★ The students presented their Buncees to parents during the classroom celebration.

**Method(s) of Assessment of Student Learning:**

Formative: The teacher checks on the students' presentation progress and asks questions and makes suggestions as needed.

Summative: Test on the American Revolution

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:**

- ★ Classroom handouts about different events that led to the American Revolution
- ★ Social Studies notebook
- ★ Chromebooks - provided by the school district
- ★ Buncee app

**Consortium Software/Internet/Subscription sources:**

- ★ Buncee app

**Reflection:** The students were able to become experts on subtopics within the main unit of the American Revolution by researching and having to be able to explain how those events led to the Revolution. This project was also a good way for students to learn to work in groups and organize who would focus on which topics within the presentation. While Buncee is a great presentation app, we found that it was harder to use on the classroom Chromebooks than it is on the iPads. One of the largest limitations is that students could not collaborate in one Buncee presentation, but instead they each had to make their own and then the teacher has to clip and stitch them together. This project was accessible to all the ELLs in the class no matter their level. Students with more English were able to be more specific and give more details, while students who are still learning more basic English could still do it at their own level.

**Group #1 Buncee: Acts That Led to the American Revolution**

<https://app.edu.buncee.com/buncee/a908db28bdeb499094f3ee4363a1acd0>

**Group #2 Buncee: Rebellions that Led to the American Revolution**

<https://app.edu.buncee.com/buncee/0d345f63e8e64c79aa59d2f05e1ca01c>

## Oyster Bay-East Norwich SD: “Poetry” by Penny Koinis

**Name of Teacher:** Penny Koinis

**District:** Oyster Bay East Norwich CSD

**School:** Theodore Roosevelt School

**Grade:** 2

**English Proficiency Level:** mixed levels

**Lesson/Unit Title:** Poetry

**Program Type:**

Co-Teaching (*Team Teaching*)

**Description of Prior Learning:** Oyster Bay follows Teachers College, and one of the ELA units is Poetry. Students write different types of poems throughout the unit, and also learn the different features of poetry, and how poems contrast with other types of writing.

**Standards Addressed:**

NYS Next Generation ELA Standards:

2R4, 2W4, 2SL1, 2SL5

CCLS English Language Arts Standard:

Reading Standards for Literature K-5

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Foundational Skills K-5

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards K-5

Production and Distribution of Writing

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



## Range of Writing/Responding to Literature

11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

### BCCI NLAP –MAD/GLAD Linguistic Demands:

Grade 2 (RL.2.4), Kindergarten-Grade 2 (RL.Pre-K-2.10), Grade 2 (W.2.11),

### **Procedure (What the Teachers Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

Students were exposed to poetry throughout the entire unit. Students worked on different types of poems of their own for the entire unit during Writing Workshop. The ENL teacher would regularly pull a small group of ELLs during independent writing time, and either reteach the lesson or support independent work. After the students felt comfortable writing poems, and learned enough about the craft of poetry, they were asked to choose one poem to feature in a Writing Celebration that parents were invited to attend. Students worked in pairs, and each pair was given an iPad. The co-teachers during planning time created a Google Slides presentation that all students were invited to collaborate on through Google Classroom. The students took a picture of their poem, and inserted the photo into their Slide page. They then recorded their partner introduce their poem and added the video to the presentation. Students worked together to practice their introduction, offer feedback, and then record their partner.

### **Method of Assessment of Student Learning:**

Formative: Students were assessed on their individual slides. The videos needed to have the student introduce themselves, their poem, and why they chose to write their poem. Their individual slide needed to have a picture of their poem and the video clip next to it.

### **Student Groupings:** Pair Work and Individual

Students worked individually on their poems and collaboratively for the Google Slide.

### **Materials:** iPads, Google Slides, written poems

### **Consortium Software/Internet/Subscription sources:** Camera App

**Reflection:** I loved integrating technology into this Writing Unit. It was so nice to see the students working together to figure out what they wanted to say in their introductory videos. They were very enthusiastic about the project, and were especially excited to share the presentation with their special guests during the Celebration.

### **Evidence of Student Work:**

[https://docs.google.com/presentation/d/1KOS6m97slb5LnoVy8hgBjOsp-jkNW\\_xE9kL94CeLpK8/edit?usp=sharing](https://docs.google.com/presentation/d/1KOS6m97slb5LnoVy8hgBjOsp-jkNW_xE9kL94CeLpK8/edit?usp=sharing)

## Plainedge UFSD: “Idioms” by Anthony Romano & Stefanina Guttilla

**Name(s) of Teacher(s):** Anthony Romano and Stefanina Guttilla

**District:** Plainedge

**School:** Eastplain

**Grade(s):** 1 and 2

**English Proficiency Level(s):**

Emerging and Transitioning

**Lesson/Unit Title:** Idioms

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching (Insert co-teaching model)

**Description of Prior Learning::** I will activate prior knowledge by asking students to think of sayings or idioms in their own language that their parents use. I will contact their family members and ask them if there is an idiom they use when speaking to their child. I will touch upon previous knowledge by reviewing teacher and student made charts on punctuation. I will also refer to previous lessons on characters, setting, problem, and solution. Since idioms began with Native American Indians. I will connect it with our previous lesson on Thanksgiving. Students will also be asked to retell story in the same way that they retell stories during Reading Workshop. I will ask students to work on their questioning skills, as these skills are currently being worked on and were introduced in previous lessons. Students will do this by thinking of questions they could ask Amelia Bedelia. We will discuss the idioms we spoke about in a previous lesson, which may relate to their own personal experiences. Students will be able to relate to Amelia, as they too were once new to school (How did you feel on the first day of school?). Cross curricular: There will be a connection made to social studies as we discuss popular idioms from the students’ countries of origin.

**Standards Addressed:**

CCLS English Language Arts Standard(s): (required)

**Common Core Standards:**

**RI.1.1, RI.1.2, RI.1.3, RI.1.4, RF.1.1, W.1.5, W.2.5, SL 1.2, SL2.6, L.2.1, L 1.1**

BCCI NLAP –MAD/GLAD Linguistic Demands: (required)

**Grade 1 (RL.1.1), Grade 1 (RL.1.2), Grade 1 (RL.1.3), Grade 1 (RL.1.4), Grade 1 (W.1.5), Grade 2 (W.2.5),Grade 1 (SL.1.2), Grade 2 (SL.2.6)**

## **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

(For a co-teaching lesson, include the roles of each co-teacher.)

Students will work on specific writing conventions as they work **collaboratively** to analyze an idiom from Amelia Bedelia's First Day of School. Students will discuss Amelia Bedelia's First Day of School, idioms from the story, and Amelia as a character. This addresses the 21<sup>st</sup> Century Skills of “**critical thinking** and problem solving to effectively analyze and evaluate evidence, arguments, claims, and beliefs.” This will be accomplished when students analyze the text by retelling the story and together as a group make inferences about the Amelia and her response on common idioms. Students will use the 21<sup>st</sup> Century Skill of “communicating clearly by articulating thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts.” This will be accomplished when students work together as a class, and as they complete their independent work.

Students will work on **interpersonal skills**, such as being respectful and listening to one another and contributing equally. This will happen throughout the lesson and when students are answering open ended questions during a book retell. Students will also have the opportunity to share their independent work. Students will also “**collaborate** by demonstrating the ability to work effectively and respectfully with diverse learners.”

The lesson will be scaffolded by introducing new vocabulary prior to the lesson during the read aloud. This will strengthen and reinforce their knowledge of this new vocabulary as they retell the story. Students will be encouraged to use the writing strategies that they have learned in ENL and in Writer's Workshop in regards to capitalization, spacing, sight words, “stretching-out” words, and punctuation. Before writing, I will ask, “What strategies can you use when you do not know how to spell a word?” “What always goes at the beginning of a sentence?” Students have been working on these strategies in their mainstream class and within the ENL classroom. If needed, students should be able to refer to sight words and charts provided.

**Real World Connections:** Students will use and comprehend **key disciplinary language** that will help them understand and be able to communicate. Students will be able to ask questions based on text and respond to questions using appropriate language. Students will be able to use language as basic interpersonal communication skills (BICS), which is language that can be used in social situations, and cognitive academic language proficiency (CALPS), which is their academic language. Students will be able to listen to others and understand language and its meaning based on different situations and not take “idioms” literally

**Independent Work:** Students will use the 21<sup>st</sup> Century Skill of “basic literacy to demonstrate the ability to use language to read, write, listen, and speak.” After students work on an idiom together, students will work **individually** analyzing one idiom and writing “What it really means” and “What it sounds like it means.” Students will also draw a picture of “What it sounds like it means.” Students will then read their idiom to their classmate. I will confer with each student as they are working in order to check for understanding, punctuation, grammar, capitalization, and spelling of sight words. Students will then create a Buncee of at least one idiom.

**Method(s) of Assessment of Student Learning:**

This activity was used as both a formative and summative assessment. It allowed us to know if students understood idioms or if further explanation was needed. After the lesson teachers continued to work on idioms and expanding each students' understanding. Some students required further teaching.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** Amelia Bedelia's First Day of School by Herman Parish, iPad, Buncee, sentence strips, paper, markers, whiteboard, teacher made idiom worksheet

**Consortium Software/Internet/Subscription sources:** Buncee

**Reflection:** Students enjoyed the activity. The lesson was completed over a few days. They enjoyed creating a Buncee for the idiom they worked on after discussing and analyzing Amelia Bedelia's First Day of School. Since students were creating a Buncee for the first time, they needed time to explore and work with the app and its features. Overall, it was a user friendly app and the students were excited to create a Buncee.

## Port Jefferson UFSD: “Non-Fiction Research Project” by Mary Lyons

**Name of Teacher:** Mary Lyons

**District:** Port Jefferson

**School:** Edna Louise Spear Elementary

**Grades:** 4-5

**English Proficiency Level:** Entering

**Lesson/Unit Title:** Non-Fiction Research Project (5 day Lesson)

**Program Type:** X Integrated ENL Class

**Description of Prior Learning:** Prior to this lesson students have been investigating various non-fiction texts. This lesson will be a culminating activity to have the students experience being the author of their own non-fiction book. The students are comfortable working on their iPads, and have had prior experience using the Book Creator app.

### **Standards Addressed:**

CCLS English Language Arts Standard(s):

ELA-LITERACY.RI.4.9., ELA-LITERACY.SL.4.4., ELA-LITERACY.SL.4.5., ELA-LITERACY.W.4.2., ELA-LITERACY.W.5.2.

### **BCCI NLAP –MAD/GLAD Linguistic Demands:**

#### **Writing Anchor Standard 2**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

#### **Main Academic Demand**

Examine and Convey Complex Ideas and Information

#### **Grade Level Academic Demand**

Write Informative/Explanatory Texts That Convey Ideas and Information Clearly, Logically and with Detail Use Precise Language and Domain-Specific Vocabulary

#### **Linguistic Demand**

- Use introductory words and phrases to introduce a focused topic.
- Identify facts, definitions, quotations, examples and/or details related to the topic.
- Identify multimedia that can strengthen the topic.
- Use headings to categorize information. • Use words (e.g., in contrast, especially) to link ideas to contrast information.
- Use Tier 2 words found in writing but seldom in oral language (e.g., benefit, analyze, evaluate) and Tier 3 words or technical words (e.g., delta, pharaoh, sarcophagus).
- Use concluding words and phrases (e.g., as a result, for these reasons, to sum up, overall) to provide an ending and restate the topic.

**Procedure:** I will gather the students in the meeting area by the smart board where a selection of non-fiction texts we have previously read will be displayed. I will ask the students questions

to initiate discussion, i.e. what was your favorite book?, why?, what feature of non-fiction text helps you most as a reader? I will explain to the students that now that they are experts about non-fiction books they will use the Book Creator app to write their own non-fiction book.

The students will then be directed to discuss with their group members what features should be included in a non-fiction book. I will have the students come up and share their responses on the smart board. The students will then use this information to create a rubric for non-fiction writing for self-assessment of their finished work.

When we have finished creating the rubric. We will revisit how writers choose a topic to investigate. We know that writers often choose to write about what they know or love, or what they are interested in learning more about. Then I will direct the students to think about what topic they would be interested in investigating. The group will then generate a student choice list of topics. The students will then choose their favorite individual topic.

After choosing their topic, I will meet with my students individually, and we will create a list of questions that should be answered within their book for their particular topic. The students will then be given a graphic organizer to sort information for the beginning, middle, and end of their book.

The students will investigate their topic in various ways, classroom book collection, online resources, the building library, etc. They will utilize their questionnaire and graphic organizer to keep track of their information and self-assessment.

The students will work independently on their projects. I will conference with students individually to support them through the writing and presentation process. When the students have completed their books, they will share them with their group. At a later time, this group of students will become mentors for their younger peers in the ENL program and teach them how to create their own non-fiction text.

**Method(s) of Assessment of Student Learning:**

**Formative:** Students will be assessed on their ability to utilize the student created rubric to self-check their project. Their ability to use and transfer information appropriately from their graphic organizer and questionnaire.

**Summative:** The students will be assessed on the final product created and their presentation of their book to their peers.

**Student Groupings:** Whole Class/Small Group

**Materials:** Research Rubric, Questionnaire, Chromebooks, iPads, Book Creator app, Tumblebooks, Epic!

**Consortium Software/Internet/Subscription sources:** Book Creator app, iPads, Tumblebooks, Epic!

**Other References/Resources:** DK Find Out

**Reflection:** This activity took about five days from start to finish. It was definitely a great learning experience for myself and my students. The students were really excited about the entire project. This particular group is very independent and they enjoyed being able to make their own decisions with regard to what they wanted to write about and how they wanted their finished book to be designed. They were eager to share their work with their peers and did a really nice job on their books.

## Rockville Centre UFSD: “Class President” by Dolores Decabo, Dana Goldstein & Virginia Stamatakis

**Name(s) of Teacher(s):** Dolores Decabo, Dana Goldstein, Virginia Stamatakis

**District:** Rockville Centre

**School:** Francis F. Wilson Elementary

**Grade(s):** 4

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

**Lesson/Unit Title:** Buncee based on Class President by Johanna Hurwitz

**Program Type:** Co-Teaching : station teaching

**Description of Prior Learning:** Students have read the book Class President by Johanna Hurwitz in a small group setting. Teaching methods include guided reading, technology, guided writing

**Standards Addressed:** W.4.1.A, W.4.4, W.4.5, RL.4.1, RL.4.7

BCCI NLAP –MAD/GLAD Linguistic Demands

- Use introductory words and phrases to begin a topic or text (I think I would make a good class president because).
- Use words and phrases to state an opinion (e.g., I think ; I believe)
- Use linking words (for example, in order to, in addition) to connect opinions and reasons.
- Use question forms for clarification and to ask for suggestions to and from peers (e.g., Can you explain this more clearly? Do these character traits fit who I am? Why do you think that I would be a good class president? Can you help me with this section?).
- Use sentence structures to present a poem, narrative, play, art work or literary critique in response to an author or theme (I think that I would be a good class president because \_\_\_\_).

**Next Gen Standards:** 4W1, 4W3, 4W4, 4SL5, 4L3

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*Collaboratively, teachers lead a discussion on character traits that people can have.*

*Teachers break the students up into three groups based on needs.*



*Teacher and students collaboratively read and analyze novel through guided discussions.*

*Teacher and students discuss what makes a good leader and what qualities the main character had that lead everyone to vote for him for class president.*

*Students create a campaign poster on Buncee with a tag-line slogan and five character traits that define them as a person and describe why they would make a good class president.*

*Teacher will guide students through a graphic organizer of creating a speech about why they would make a good class president.*

*Students will generate, using their graphic organizer, a completed speech about why they would make a good class president.*

*Students will present their Buncee and speech to the class.*

**Method(s) of Assessment of Student Learning:**

Formative: retelling of the novel after each chapter through a series of questions

Summative: generation of a Buncee and creation of a speech with 3 reasons and corresponding examples of why they would make a good class president.

**Student Groupings:** Whole Class Small Group Pair Work Individual

**Materials:**

Class President Novel

Computers

**Consortium Software/Internet/Subscription sources:** Buncee

**Other References/Resources:**

Character trait charts

**Reflection:**

I had previously read this novel in a small guided reading group with ELLs, who are Special Ed.) and other children just in the Special Ed program. We dissected the novel, discussed vocabulary and the main ideas and details associated with the book. It was a challenging book for them, but I wanted to make sure they fully understood what was happening. Both ELLs are Transitioning in this group.

1/29/18-1/31/18

Today we discussed what character traits are and what it takes to be a good leader. We discussed what made the main character, Julio, qualified to be his class' president. I then had

the students come up with character traits that defined them as people. They had to come up with 2 reasons why that would make them a good class president for each character trait.

2/2/18

Today, I presented the students with computers logged into their own Buncee account, under my classroom assignment. They were excited to use the computer as a final assessment of their understanding in a creative way. The requirements for this assignment were to use the 5 character traits that they chose for themselves, 2 animated objects, and a tag line slogan to create a poster for being class president.

They all have a better understanding of character traits and creating, writing, and organizing paragraphs. A few of them even expressed wanting to run for student body president next year when they are in 5<sup>th</sup> grade.

**Student Work (Buncee):**

<https://app.edu.buncee.com/buncee/67a6e44f115c4c7188ac77216029ae9e>

<https://app.edu.buncee.com/buncee/f963c832c8b04d48b2e22cc6cd24eb81>

## Sayville UFSD: “*Elements of a Story*” by Alexis Papalia & Maria Sheltz

**Alexis Papalia and Maria Sheltz**

**Sayville Schools**

**Grades - 4th grade through high school**

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

**Lesson:** Elements of a Story

**Program Type:**  Stand-Alone ENL Class

**Description of Prior Learning:** In thinking about story elements and how it creates the backdrop to stories, students will create a storyboard that brings these elements to life. Having a clear understanding of these elements will assist students in creating exciting visuals to aid in making greater connections with these stories, future reads, and the world around them.

### **Standards Addressed:**

CCLS English Language Arts Standards: RL.4.3, RL.5.3

BCCI NLAP –MAD/GLAD Linguistic Demands:

- Use nouns and associated pronouns to identify the characters in a story
- Identify/use the subject in a story
- Identify/use adjectives that describe the character’s feelings and thoughts
- Use sequencing words and phrases to describe the sequence of events
- Use words/phrases to compare/contrast characters
- Identify words and phrases that signal an outcome or result

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

The teacher will choose a literary element of focus. Students will then watch a BrainPop video about the story element. Next, the teacher will create a storyboard tailored to the lesson objective. Using a previously read book, the teacher will present this sample to students. The students will then create their own storyboard using the current book. Students will print their final product and share it with their peers.

### **Method(s) of Assessment of Student Learning:**

Formative: informal observation of skills being observed during group discussion

Summative: creation of a storyboard depicting the elements of the story

**Student Groupings:**  Small Group

**Materials:**

- Desktop/Laptop
- Printer
- Novel students are reading

**Consortium Software/Internet/Subscription sources:**

BrainpopJr. -Story Elements Videos: Characters, Settings, Plot; HP or Epson Printer

**Other References/Resources:** <http://www.storyboardthat.com/>

**Reflection:** This lesson can be applied to any book, in any grade level. Having a clear understanding of story elements and how each applies to a story is what is essential with this topic. The website, [storyboardthat.com](http://www.storyboardthat.com/), allows teachers to tailor learning objectives to meet grade level expectations.

Example:

Characters	Setting	Conflict	Resolution
The main character of the story is _____. She/He is _____ (adjectives to describe the character)	The setting of the story is _____.	The conflict of the story is _____.	The solution to the story is _____.

Create your own at [Storyboard That](http://www.storyboardthat.com/)

## Seaford UFSD: “Close Read for Reading Comprehension” by Anjana Mukerjea

**Name(s) of Teacher(s):** Anjana Mukerjea

**District:** Seaford

**School:** Seaford Harbor School

**Grade:** 3

**English Proficiency Level(s):** Transitioning and Expanding

**Lesson/Unit Title:** Close Read for Reading Comprehension

**Program Type:**

X-Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching

**Description of Prior Learning:** We practiced the new vocabulary words and discussed the picture in the story.

**Standards Addressed:**

**CCLS English Language Arts Standard(s):** RL.3.1

**BCCI Linguistic Demand:** • Use who, what, where, why and how question forms based on the text.

• Use introductory phrases to refer explicitly to the text (e.g., what is the author’s purpose?, author’s point of view ).

RL.3.4

**BCCI Linguistic Demand:** • Identify words and phrases that have literal meanings (a defined, everyday meaning; e.g. veterinarian, porch, x-ray, recuperate)

• Identify words and phrases that have a nonliteral meaning (or a multiple meaning; e.g., shell, heal)

RL.3.10

**BCCI Linguistic Demands:** The following are some strategies to build background knowledge:

• Pre-reading discussions to build background knowledge and open-ended questions during a read aloud can increase the students’ reliance on the text and the information they are integrating.

- Background knowledge can be enriched by providing students with texts they can read independently that match their reading levels and that are aligned with the grade-level text/topic being developed in class.
- Students who can read and comprehend grade level text in their home language can build background knowledge by independently reading higher level text aligned with the text/topic being developed in class.
- Pairing fiction and nonfiction books that address the same topic

RI.3.1

**BCCI Linguistic Demand:** • Use who, what, where, why and how question forms based on the text.

- Use introductory phrases to refer explicitly to the text (e.g., what is the author’s purpose?, author’s point of view ).

RI.3.5

**BCCI Linguistic Demand:** • Use words and phrases to identify text features and search tools (e.g., a little splint, could not see the turtle in the long grass)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

**BCCI Linguistic Demand:** • Use introductory words and phrases to begin a topic or name a book (e.g., I read ; I read a book about ; My favorite book is ).

- Use words and phrases to state an opinion (e.g., what would they have done?).
- Use linking words and phrases

SL.3.2

**BCCI Linguistic Demand:** • Identify words that appear throughout the text (nouns, pronouns, verbs) to identify the main topic

- Use adjectives and adverbs that provide details about the text.

SL.3.3

**BCCI Linguistic Demand:** • Use question forms to gather information: Can you tell me more about \_\_\_?

- Use question forms to seek elaboration and detail: Did you notice what \_\_\_ said? Would you like to add something? What exactly did \_\_\_ say? Who just said that? When did you say \_\_\_ happened? Where exactly? What time was it?

SL.3.6

**BCCI Linguistic Demand:** • Use a subject (who or what is doing the action) and a predicate (a sentence or clause containing verb stating something about the subject) to produce complete sentences.

• Use adjectives (e.g., hot, loud, sunny, rainy) and adverbs (e.g., slowly) to provide details or clarification in response to requests.

**Next Generation Learning Standards:** 3R1, 3R4, 3W1, 3SL1, 3SL2, 3SL3, 3L6

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Students logged into Nearpod on their iPads to participate in the lesson:

<https://share.nearpod.com/W9nJuFsvhL>

We looked at the picture in the story and discussed the setting and what they noticed in the picture. We discussed that pictures tell part of the story which helps to comprehend. Reviewed the new vocabulary words. Next, we read the story together. Students took turns reading the paragraphs. They answered the questions in the Nearpod lesson. During the reading of the passage we paused to discuss the “who” and “what” questions.

These included: story elements, comprehension, and a quiz to assess their understanding of the concepts. The next day, the students wrote the summary of the story and completed an extended activity in which the students had to find evidence from the passage to answer the questions. I utilized a graphic organizer on “beginning, middle, end.”

**Method(s) of Assessment of Student Learning:**

Formative: Nearpod activities

Summative: Nearpod quiz

**Student Groupings:** X-Whole Class X-Small Group  Pair Work X-Individual

**Materials:** iPads, Nearpod, stylus’ SMART Board, Chart paper, Graphic Organizer

**Consortium Software/Internet/Subscription sources:** iPads, Nearpod, stylus’

**Other References/Resources:** Graphic Organizer & chart paper

**Reflection:** The students loved using Nearpod and were very engaged in the lesson. The lesson was effective because it touched on the skills they needed for comprehension, vocabulary building, main idea, and summarizing.

Student work – in folder

## Shoreham-Wading River CSD: “How can we show kindness at home, in school and in our community? / How can we be good citizens both in our community and globally?” by Jenny Hoey

**Name(s) of Teacher(s):** Jenny Hoey

**District:** Shoreham Wading River Central School District

**School:** Miller Avenue School

**Grade(s):** K-2

**English Proficiency Level(s):** entering, emerging, transitioning

**Lesson/Unit Title:** How can we show kindness at home, in school and in our community? / How can we be good citizens both in our community and globally?

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*Insert Content Area*)  Co-Teaching (*Insert co-teaching model*)

**Description of Prior Learning:** Throughout this unit, students have been learning what it means to be a citizen of the world, and what our responsibilities are when being good citizens. Students have been working on a non-fiction writing unit, and have learned the features of a non-fiction book for writing their “All About” book. The day before the lesson, students participated in a shared reading of “Being a Good Citizen” by Adrian Vigliano. As a class, we took notes on the various ways we could be “good citizens” or kind to our friends, family and neighbors.

**Standards Addressed:**

CCLS English Language Arts Standards/BCCI NLAP –MAD/GLAD Linguistic Demands:

CCSS.ELA.Literacy.RI.1.1 , CCSS.ELA.Literacy.RI.1.7 , CCSS.ELA.Literacy.W.1.2

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

1. Teacher will read the learning target and discuss what it means. Teacher will review the book “Being a Good Citizen” and students will recall the characteristics of a good, kind citizen. Teacher will review vocabulary for citizenship.
2. Teacher will present notes from the previous day and encourage students to refer to notes in their writing.
3. Teacher will explain that will be writing a book about kindness, and they ways we can be kind in school, at home and in our community. Teacher will model first



page (how I can be kind at home), and demonstrate using transition words, such as “also” and “another”.

4. Teacher will reinforce using “note-taking” page to help support our writing by modeling referring back to notes to continue writing.

### **Independent Activity**

1. Teacher will explain students are going to “show what they know” by using sentence starters and notes to begin their writing.
2. Students will reread their writing to the group, sharing their work.

### **Method(s) of Assessment of Student Learning:**

Formative: Teacher will informally assess students through participation and their ability to complete part of the writing assignment.

Summative: Teacher will use the writing completed to assess next steps for students and comprehension.

**Student Groupings:** Whole Class Small Group Pair Work Individual

**Materials:** Note-taking templates, content vocabulary words on cards, differentiated writing paper, sentence starters, class set of books on Kindness, Citizenship, and Respect

**Consortium Software/Internet/Subscription sources:**

**Other References/Resources:**

### **Reflection:**

This lesson was useful in both supporting classroom literacy units, and further developing language in the ENL classroom. In the future, it would be beneficial to create or modify a Nearpod lesson to further support learning and engage students.

## Three Village CSD: “The Life Cycle of a Bullfrog” by Erin Brussee

**Name(s) of Teacher(s):** Erin Brussee

**District:** Three Village

**School:** Nassakeag Elementary School

**Grade(s):** 3<sup>rd</sup>

**English Proficiency Level(s):** Expanding

**Lesson/Unit Title:** Life Cycle of a Bullfrog

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*Insert Content Area*)  Co-Teaching (*Insert co-teaching model*)

**Description of Prior Learning:**

As a group, we completed a KWL chart about the life cycle of a bullfrog.

**Standards Addressed:**

**CCLS.RI.3.8, CCLS.RI.3.7, CCLS.W.3.2, CCLS.SL.4.4**

**BCCI NLAP –MAD/GLAD Linguistic Demands:**

**RI.3.7 GLAD-** *Demonstrate understanding of information from words and illustrations in a text*

**W.3.3 GLAD-** *Use sequencing words and phrases, identify the sequence of events (temporal words).*

**SL.3.4 GLAD-** *Report on a topic, tell a story or recount an experience with facts and details.*

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

- The students will read various texts, as a group, about the life cycle of the bullfrog. First, they will read a science article from the “Taking the High Road” series. The students will answer the comprehension questions that go along with the article. There are multiple choice questions, as well as short answer questions. The teacher works with the students to be sure the students are answering in complete sentences. The students will also read an article from ReadWorks, “A Frog’s Life Cycle.” Again, they will answer comprehension questions.

- Then, the students will watch the BrainPop Jr. video called “Frogs.” The teacher will help the students to answer the notebook questions that are in the video.
- Next, the students will read a book on BookFlix called “A Tadpole Grows Up.” They can also watch the video that goes along with this book called “The Caterpillar and the Polliwog.”
- The students now have a lengthy understanding of the frog’s life cycle. Now, they are ready to write about it. The students will use pictures of the life cycle to help them write. The teacher will assist the students as needed; as well as remind them to use transition words in their writing.
- The students will transfer their completed writing assignment into an interactive Buncee presentation.

**Method(s) of Assessment of Student Learning:**

Formative:

- Teacher observation during lesson
- Comprehension questions
- BrainPop Jr. notebook questions

Summative:

- Writing of the bullfrog’s life cycle

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:**

- “Taking the High Road” text
- ReadWorks text
- BookFlix—shown on projector or iPad
- BrainPop Jr. video—shown on projector or iPad
- iPads for creating the Buncee

**Consortium Software/Internet/Subscription sources:**

- BrainPop Jr.
- Buncee

**Reflection:**

The students really enjoyed this lesson. They were very excited to create the Buncee presentation, as we had never done it before!

## Three Village CSD: “Bloom and Grow” by Gail Dawkins

**Name of Teacher:** Gail Dawkins

**District:** Three Village

**School:** Nassakeag

**Grade:** 2nd

**English Proficiency Level:** Mixed

**Lesson/Unit Title:** Bloom and Grow

**Program Type:** Stand-Alone ENL Class

**Description of Prior Learning:** The students have been learning about the life cycle of a plant, parts of a plant and growing plants in their STEM class. The students have also been working on writing paragraphs and essays that include an introduction, supporting details and a conclusion.

### Standards Addressed:

CCLS English Language Arts Standards):RI.2.1, RI.2.2, RI.2.4, RI.2.8 , RI.2.10, W.2.2

BCCI NLAP –MAD/GLAD Linguistic Demands:(RI.2.1),(RI.2.2),(RI.2.4),(RI.2.8),(RI.2.10), (W.2.2)

### Procedure::

What the Teacher Does	What the Students Do
Introduce vocabulary and assess/build prior knowledge  Vocabulary: roots, stem, leaf, leaves, petals, flower, seeds, soil, grow, water, absorb, nutrients, support, energy, photosynthesis	Make a bingo board  Play bingo, concentration, go fish and make a connection  Decode vocabulary and produce full sentences using the words
Play video, facilitate as the students complete the notebook page, review notebook page, administer quizzes	Watch BrainPop video Parts of a Plant and complete the Notebook page while viewing (the notebook page can be differentiated by proficiency levels)
Conduct a Guided Reading Lesson: A Tall, Tall Plant	Round Robin Reading: A Tall, Tall Plant

<p>Point out text features of a nonfiction article- diagram, photographs, paragraphs</p> <p>Ask questions to ensure understanding</p>	<p>Comment on pictures in the text</p> <p>Ask and Answer oral comprehension questions and multiple choice questions</p> <p>Answer written comprehension question in complete sentences providing details from the text (paraphrase text)</p>
<p>Present a Smartboard lesson to review Tier 3 vocabulary about Parts of a Plant and review comprehension questions about A Tall, Tall Plant.</p>	<p>Read and match vocabulary words and definitions. Label the parts of a plant. Answer comprehension questions by spelling the words.</p>
<p>Show the students a variety of flowers/plants</p>	<p>Brainstorm different flowers/plants they know to generate a list of flowers/plants</p> <p>Choose a flower/plant to research</p>
<p>Introduce graphic organizer</p> <p>Guide each student to the appropriate source to find information</p>	<p>Conduct research on the flower of their choice, complete graphic organizer</p> <p>The students will independently analyze the text to find relevant supporting details.</p>
<p>Conduct a mini lesson on writing a hook</p> <p>Present hook anchor chart</p>	<p>Find an interesting detail in their research that can be used as a hook, create their hook, confer with a partner about the effectiveness of the hook using language I think ____ wrote a ____ hook because... Revise their hook if needed</p>
<p>Confer with students as they complete the writing process.</p>	<p>Compose an essay with an introduction, body and a conclusion.</p> <p>Edit writing.</p>
<p>Assist as the students create their Buncee about their flower/plant</p>	<p>Publish writing as a Buncee and present to the class</p>

**Method(s) of Assessment of Student Learning:**

Formative: Teacher observation during the lesson, answering comprehension questions from the reading and BrainPopJr video, demonstrating comprehension during discussions and while completing interactive activities.

Summative: Students will synthesize information as they research and write about their flower.

**Student Groupings:** Small Group, Pair Work, Individual

**Materials:** A Tall, Tall Plant article,

**Consortium Software/Internet/Subscription sources:** Smartboard, iPads, Buncees, BrainPopJr,

**Reflection:** The students in my group have been working so hard this year. The mixed proficiency levels have been challenging, there were always students who were playing catch up, but ultimately the vocabulary work we did and scaffolds that I have in place contributed to the students success. I've truly seen their reading and writing skills bloom and grow. The student were enthusiastic about choosing their own flower to research and loved publishing and sharing their writing.

## Three Village CSD: “Building a Nest” Sequencing activity by Gina Tortorici

**Name(s) of Teacher(s):** Gina Tortorici

**District:** Three Village CSD

**School:** Nassakeag

**Grade(s):** 3<sup>rd</sup> and 4<sup>th</sup>

**English Proficiency Level(s):** entering and emerging

**Lesson/Unit Title:** “Building a Nest”

**Program Type:** Stand-Alone ENL Class

### **Description of Prior Learning:**

The students have been learning about the spring season. The student’s prior knowledge of spring has been reinforced with lessons and activities about the spring weather, what animals do in the spring, and the lifecycle of a plant. These topics have been taught in the ENL classroom during small group instruction supported with videos, books, articles, and hands-on activities. The students have been working on using transition words when speaking or writing about a sequence of events. The students will continue to practice using transition words during this activity.

### **Standards Addressed:**

#### **CCLS English Language Arts Standard(s):**

**CCLS.RI.3.8, CCLS.RI.4.7, CCLS.W.3.3, CCLS.SL.3.4, CCLS.SL.4.4 BCCI NLAP –MAD/GLAD Linguistic**

#### **Demands:**

**RI.3.8 GLAD-** *Describe Logical connections between sentences and paragraphs in a text. Identify chronological markers that signal sequence.*

**RI.4.7 GLAD-** *Interpret information presented in various formats and how it contributes to understanding of texts.*

**W.3.3 GLAD-** *Use sequencing words and phrases, identify the sequence of events (temporal words).*

**SL.3.4 GLAD-** *Report on a topic, tell a story or recount an experience with facts and details.*

**SL.4.4 GLAD-** *Report, tell or recount in an organized manner using facts and details that support the main ideas/themes.*

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

The teacher will begin lesson by introducing today's topic- using transition words to describe sequence of events. The students will review a list of transition words and orally explain how to use them when describing a sequence of events. The teacher will give an example of using transition words when describing an animal coming out of hibernation and building/finding a home ( connection to today's lesson). The students will then read aloud the passage for today's lesson. The students will then discuss their understanding of the passage and describe something new they have learned. The students will then complete the sequencing activity by cutting six pictures of a bird building a nest and placing them in the correct order. The students will number the pictures 1-6 and choose a transition word for each step. The students will write the transition word above each box, these words will be used when the students begin the writing portion of the activity. After the students glue the pictures in the correct order, the teacher will provide a graphic organizer of six steps for the students to describe how the bird built a nest. Sentence frames/starters will be provided for students who need extra support during writing. The students will write six steps, using a transition word at the start of each sentence. The students will be provided with a checklist to follow during the writing activity. Once completed, the teacher will review the student work and discuss her observations about their writing. Students will then take their writing and transfer their completed sentences into their own buncees. The students will add their own pictures/videos to explain the steps to building a bird nest. The students will present their buncees to their peers.

**Method(s) of Assessment of Student Learning:**

Formative: The teacher will formally assess the students throughout the learning process. The teacher will assess the student's use (choice) of transition words for each of the six steps. The teacher will look for students correctly using words like 'first' 'last' for the first and sixth step; as well as correctly using words like second, then, next.

Summative: The student's finished activity and completed writing assessment will be the summative assessment of their comprehension of the lesson.

**Student Groupings:** Small Group, Individual

**Materials:** worksheets, scissors, glue

**Consortium Software/Internet/Subscription sources:** BUNCEE.org, brainpopjr.org

**Other References/Resources:** TeachersPayTeachers.com

**Reflection:** The students enjoyed this activity and transferring their hands-on activity and writing assignment into their own buncees. The buncees are a great resource for the students to easily use as a way to share what they have learned about a certain topic. The students have the freedom to make their buncees unique by adding pictures/videos and presenting it in a format they prefer.



## Wantagh UFSD: “Parts of a Penguin” by Marisa Evert

**Name(s) of Teacher(s):** Marisa Evert

**District:** Wantagh UFSD

**School:** Wantagh Elementary

**Grade(s):** Kindergarten

**English Proficiency Level(s):** Entering

**Lesson/Unit Title:** Parts of a Penguin

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*Insert Content Area*)  Co-Teaching

**Description of Prior Learning:** The students have already been introduced to vocabulary associated with penguins, and have had exposure to a word wall on penguins. This lesson is on penguin body parts, and is part of a unit on penguins that coincides with the kindergarten curriculum.

**Standards Addressed:**

**CCLS ELA Standards** (required): L.K.4.A, SL.K.1, SL.K.4

**CCLS Sci Standards** (if applicable): Key Idea 1: S1.1, S1.1a

**BCCI Linguistic Demands** (required): Use words and phrases to contribute to conversations (e.g., I see that penguins live in cold places, I observe that penguins use their wings when they swim).

Use adjectives (e.g., black and white) and verbs (e.g., swimming) to describe people, places, things and events. • Use nouns and associated pronouns (e.g., penguins/they) to describe people.

**Next Gen Standards** (required): KSL1, KSL4, KL4, KL4a

**Procedure (What the Teacher(s) Does/Do & What the Students Do):** The teacher and the students will use the Nearpod app <https://share.nearpod.com/rbR2XmKnaM> throughout this lesson. First, the teacher will direct the students’ attention to the Smartboard in order to watch a live penguin cam from the Tennessee Aquarium. The teacher will ask the students questions about what they observe about the characteristics of a penguin. The teacher will have the students notice the penguin body parts, as well as habitat.

In order to activate prior knowledge, the teacher will then ask the students if penguins are birds, and prompt them to submit their answers on the Nearpod lesson. Together, the teacher and students then will generate a list of facts that they already know about penguins. In order to confirm the facts that the students generate, the teacher will then share 4 key facts about penguins on the Nearpod slide show.

The students will then have the opportunity to observe penguins through the Nearpod lesson through videos, a panoramic picture, as well as still pictures. The students will be prompted to turn and talk to a partner and share 1 thing they observed about penguin body parts.

**Guided Practice:** The teacher and students will label the body parts of a penguin together at the whiteboard. The students will be prompted to label the body parts on a poster (beak, feet, wings, eye, belly), and use the word wall when necessary.

**Independent Practice:** The students will complete a worksheet in order to label penguin body parts (beak, feet, wings, eye, belly).

### **Method(s) of Assessment of Student Learning:**

**Formative:** The teacher will assess the students' level of understanding upon submission of their answer to "Are penguins birds?", as well as the information they can generate using prior knowledge when listing penguin facts.

**Summative:** The teacher will assess the students upon the completion of their labeling page, as well as in the closure of the lesson. In closing, the students were instructed to draw a picture of a penguin in the Nearpod lesson, and label 1 body part.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** iPads, smartboard, chart paper, penguin poster, penguin word wall, independent practice labeling page

**Consortium Software/Internet/Subscription sources:** Nearpod <https://share.nearpod.com/rbR2XmKnaM> , penguin video, pictures

**Other References/Resources:** Tennessee Aquarium penguin cam

**Reflection:** This lesson was engaging for kindergarten students through the use of the Nearpod app. The students were able to learn about penguins through various media, such as a live webcam, videos, and pictures. The students were able to share their knowledge with the teacher as well as partners through a completely interactive lesson. The students love using Nearpod in the classroom!

## Wantagh UFSD: “Chinese New Year” by Randee Iafrate

**Name(s) of Teacher(s):** Randee Iafrate

**District:** Wantagh

**School:** Wantagh Elementary School

**Grade(s):** 4th

**English Proficiency Level(s):** Emerging

**Lesson/Unit Title:** Introduction to Chinese New Year

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  ICo-Teaching

**Description of Prior Learning:**

This lesson was presented by my “Entering” Chinese student to the rest of the co-taught class to introduce Chinese New Year. Student worked with ENL teacher to create a NearPod lesson, which included personal photographs and images to engage the class on learning about Chinese culture. Prior to introducing Chinese New Year, the teacher accessed students’ prior knowledge on the topic by asking what they think about or what they know when they hear “Chinese New Year”.

**Standards Addressed:**

CCLS ELA Standards (required): RL.4.1, RL.4.4, RL.4.7

BCCI Linguistic Demands (required):

- Identify key details in the text by focusing on the subject (nouns and associated pronouns), descriptions (adjectives), location (nouns and prepositions) and actions (verbs).
- Identify adjectives that allude to mythological characters and associate them with related adjectives e.g., colossus means big, enormous).
- Identify specific sections (sentences) in a text that match the illustrations (e.g., the Rabbit actually took a watch out of its waistcoat-pocket and looked at it).
- Identify specific sections (sentences) in a text that are not reflected in the illustration (e.g., to hear the Rabbit say to itself, ‘Oh dear! Oh dear! I shall be late!’).

Next Gen Standards (required): 4R1, 4R4, 4R7

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

The ENL teacher began this integrated lesson by working with student to create the following NearPod lesson that is to be presented to co-taught class.

*Chinese New Year - <https://share.nearpod.com/cwyCNY8tAK>*

This co-taught lesson began by teacher handing out chromebooks to each student in the class and directing them on how to access the NearPod lesson. Once all students were logged in, the ENL student leading the lesson engaged class by presenting real photographs he brought in of himself with his family in China. Student also brought in several pieces of realia representative of Chinese culture to pass around and share with rest of the class.

To access students' prior knowledge of Chinese New Year, teacher asked class to share what they know about the topic or what some symbols are of Chinese New Year.

Teacher will proceed to tell class that they will listen to a story that is embedded in NearPod lesson, that tells about a legend of Chinese New Year and take an interactive quiz following the story.

Following the quiz, students will continue through NearPod lesson to a reading passage on Chinese zodiacs. ENL student will call on students to read the passage. The final page of reading passage lists the birth dates that correspond to each animal in Chinese zodiac and students are directed to identify their own Chinese zodiac based on their birth year.

Next, the ENL student verbally instructed students that they are going on a virtual field trip to the Wong Tai Sin Temple during Chinese New Year to explore. As they explore, students are to come up with three adjectives that describe what they observe. As students write their 3 adjective in the NearPod lesson, students can view each other's responses on the SmartBoard.

As a summative assessment, students are asked to write a few sentences in NearPod comparing and contrasting Chinese New Year to New Year's in North America.

**Method(s) of Assessment of Student Learning:**

**Formative:** Students were formatively assessed by their verbal responses to questions asked regarding what they know about Chinese New Year and what symbols represent Chinese New Year.

**Summative:** The summative assessment included the interactive quiz that followed the eBook on the legend of behind Chinese New Year as well as the final short answer response asking students to compare and contrast Chinese New Year to New Year's in North America.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:**

NearPod lesson on Chinese New Year

Class set of chromebooks

Realia (Chinese red envelope, Chinese money, Chinese writing tools)

**Consortium Software/Internet/Subscription sources:**

Chinese New Year NearPod lesson

<https://share.nearpod.com/cwyCNy8tAK>

**Other References/Resources:**

The Story of Nian: A Chinese New Year Story read online

<https://www.youtube.com/watch?v=guwPTBmuiN8>

**Reflection:** The ENL student was very excited to share his Chinese culture and put together this NearPod lesson. This was a great way to encourage him to speak in English in front of his peers and also gain confidence speaking in English on a topic he is familiar about. For his classmates, they were highly engaged throughout the lesson using NearPod. There were many opportunities for students to interact with NearPod, keeping them focused on the task. Based on the summative assessment, the lesson was successful at exposing students to Chinese culture and teaching them information on the legend of Chinese New Year as well it's the symbols.

## Westhampton Beach UFSD: “Five Senses Poetry” by Michelle Maines

**Name(s) of Teacher(s):** Michelle Maines

**District:** Westhampton Beach

**School:** Westhampton Beach Elementary School

**Grade(s):** 2

**English Proficiency Level(s):** Transitioning - Expanding

**Lesson/Unit Title:** Five Senses Poetry

**Program Type:**

X Stand-Alone ENL Class  Integrated ENL Class  Co-Teaching

**Description of Prior Learning:**

This is a pull-out ENL extra support group. This group meets twice a week and focuses on ELA content that mirrors the content in the general education class. In their 2nd grade class, they were working on using their five senses to write poetry.

**Standards Addressed:**

CCLS English Language Arts Standard(s): CCSS.ELA-LITERACY.W.2.5, CCSS.ELA-LITERACY.SL.2.5

BCCI NLAP –MAD/GLAD Linguistic Demands:

NLAP W.2.5

MAD - strengthen writing by revising, editing, or trying a new approach

GLAD - revise and edit with guidance and support from adults and peers

*Expanding - Organize information on a planning page, with guidance and support, to revise and edit writing, as text is read aloud in partnership, small group, and/or whole group settings.*

NLAP SL.2.5

MAD - make strategic use of media and visual information to enhance and support presentations

GLAD - create audio recordings of stories and poems; add drawings or other visual display to stories or experiences to clarify thoughts, ideas, and feelings

*Expanding* - Organize a self-selected group of images on a visual image planning sheet, after teacher modeling, to visually enhance a presentation as different forms of media are presented in partnership, small group and/or whole class settings

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Day One (45 minutes)

To warm up, T leads STS (with eyes closed) through a guided visualization of walking outside in a park, garden, or beach. What do they see/hear/smell/feel/taste? Afterwards, the whole class completes a 5 Senses concept map on chart paper in which they identify the five senses and brainstorm what they experienced during the visualization.

T tells STS that they will be using their experience to write a 5 senses poem. T models completing the 5 Senses poetry planning page in which STS write one sentence for each sense (“I see...”, “I hear...”, “I smell...”, “I feel...”, “I taste...”) plus one final line (“I am...”).

STS complete planning page individually, then share their ideas with a partner. T circulates to assist as needed.

As a closure, STS choose a line from their poem, read it aloud to the class and say why they chose it.

Day Two (45 minutes)

To warm up, the whole class watches and discusses a video on adjectives and adverbs, such as BrainPop Jr.’s “Adjectives and Adverbs”.

<https://jr.brainpop.com/readingandwriting/word/adjectivesandadverbs/> The whole class then brainstorms adjectives and adverbs to describe being outside on chart paper.

T models rewriting and editing the poetry planning page, focusing on two elements - spelling and word choice. T emphasizes correct spelling of known words and adding describing words to make poems more interesting.

STS add descriptive language and check their spelling on their planning pages individually, then share their ideas with a partner. T circulates to assist as needed.

As a closure, STS choose their two favorite describing words that they added to their poems and share why they chose them and how they used them in their poetry.

Day Three/Four (60 minutes)

As a warm up, T demonstrates his/her model of a 5 senses poem on Buncee.com. T models inserting text into Buncee.

STS publish their poems on Buncee presentations. T circulates to assist as needed.

When STS have completed text, they add visual elements to their Buncee presentations at T's discretion.

When the Buncee presentations are completed, STS practice reading them aloud to a partner.

As a closure, STS display their Buncees and read them aloud to the class.

**Method(s) of Assessment of Student Learning:**

Formative: The teacher will use informal notes, brainstorming activities and the poetry planning page as formative assessments.

The Buncee presentation could become a formal assessment if the teacher chooses to find/create a rubric.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:**

chart paper and markers

poetry planning page - one per student

iPad or laptop access for student use - one per student

pencils, colored pencils, highlighters

teacher laptop with internet access

**Consortium Software/Internet/Subscription sources:**

iPads (optional)

Buncee.com

**Other References/Resources:**

Link to Buncee with student work:

<https://app.edu.buncee.com/buncee/3fdb6ea151cf4014bb9993187010e738>

**Reflection:**

This lesson was successful. The students benefited from the scaffolding in the poetry writing and editing process. They absolutely loved the Buncees. In the future, I would modify the typing of the poems into Buncee because it took a long time - either allot more time for it or have them only type for a set amount of time.



## **West Islip UFSD: “Cultural Awareness” by Vanessa Daige, Brandy Ugenti, Monica Krawczyk**

**Name(s) of Teacher(s):** Vanessa Daige (K-2) & Brandy Ugenti (3-4) & Monica Krawczyk (6-12)

**District:** West Islip (Oquenock Elementary School, Udall Road Middle School, West Islip High School)

**Grade(s):** K-12

**English Proficiency Levels:** Entering-Commanding

**Lesson/Unit Title:** *Cultural Awareness*

✓Stand-Alone ENL Class ✓Integrated ENL Class (ELA, Social Studies, Science)

**Description of Prior Learning:** At the elementary level, students learned and gained background knowledge of their own culture. Students read nonfiction and fiction literature related to their traditional clothing, holidays, food, music, and sports. They also learned and discussed vocabulary and concepts related to this topic. At the secondary level, students also learned about the topic of their culture. Students completed documents and conducted research related to their religion, traditions, beliefs, custom, and art. All students in grades K-12 completed documents / worksheets related to all of the cultural information they learned. Additionally, students were introduced to Buncee in order to familiarize them with this program.

**CCLS ELA Standards / BCCI Linguistic Demands:** RI.1, RI.7, W.4, W.7, W.8, S&L.4, S&L.5, S&L.6, S&L.1

**CCLS Social Studies Standards:**

### **Geographic Reasoning**

Grades K-4: Use location terms and geographic representations, such as maps, photographs, satellite images, and models, to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

### **Gathering, Interpreting, and Using Evidence**

Grades K-4: Recognize, analyze and use different forms of evidence used to make meaning in Social Studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

**Procedure:**

**Teachers:**

- Prior to Event: Teachers created documents and worksheets with questions related to the specific designated cultural topics for each grade.
- Prior to Event: Teachers provided students with cultural resources and assisted them in order to complete their individual documents and worksheets.
- During Event: Teachers modeled and further demonstrated an exemplar of the Buncee program to students.
- During Event: Teachers provided a procedural guide to all collaborative student groups of the information they needed to include.
- During Event: Teachers served as facilitators assisting and guiding students throughout the day with the completion of their technology cultural projects.

#### Students:

- To begin our special ENL collaborative event, students formed a large circle and had the opportunity to introduce themselves to one another (name, grade, native country, languages spoken, and greeting in their native language).
- Students were organized into common native country groups. These groups included students from varying grade levels. Each group was assigned a secondary student as a group leader, who was responsible for assisting younger students to complete their tasks.
- Students collaboratively utilized Chrome books in order to use their completed research to create their Buncee cultural presentations.
- Students presented their completed projects to everyone.

#### **Method(s) of Assessment of Student Learning:**

Student Groupings:      ✓ Whole Class      ✓ Small Group      Pair Work

#### **Materials:**

- Chromebooks
- computers
- Buncee software
- research worksheets
- pencils and paper
- internet browsers
- various non-fiction cultural books
- SmartBoard
- Buncee procedural guide

### **Consortium Software/Internet/Subscription sources:**

- Buncee software

**Reflection:** As ENL educators, we were very impressed with the depth of student engagement and level of independence while the students were completing their tasks. This was a very meaningful collaborative event where Kindergarten through twelfth grade students from various countries were able to work collaboratively on the same topic. Students shared their native cultures and backgrounds with each other throughout this special day. It allowed all ELLs to bond with one another and feel proud of who they are and their heritage. Students had a wonderful day with each other and truly enjoyed this collaborative learning and research project. Students Buncee Presentations were impressive, especially the fact that they all were very excited to speak in front of all other students and share their work. It was a remarkable experience for both students and teachers!

# Secondary

## **Babylon UFSD: “Making the world a better place/Activism” by Elizabeth Barry**

**Name(s) of Teacher(s):** Elizabeth Barry

**District:** Babylon

**School:** Babylon Junior/Senior High School

**Grade(s):** 7, 8

**English Proficiency Level(s):** Entering, Emerging, Transitioning

**Lesson/Unit Title:** Making the world a better place/Activism

**Program Type:** \*\*\*Stand-Alone ENL Class

**Description of Prior Learning:** We read an article in Readworks “Cool to Be Kind,” the major theme is empathy. The story was written in the past tense and after we read it, the students wrote sentences about how people felt in different situations.

### **Standards Addressed:**

CCLS English Language Arts Standard(s): (required) L.7.1, L.7.2, L.7.4, RI.7.2, SL.7.1, SL.7.2, W.7.4, W.7.5, L.8.1, L.8.4.a, RI.8.2, SL.8.1, SL.8.5, W.8.4

BCCI NLAP –MAD/GLAD Linguistic Demands: (required)

Anchor Standard 1 – Listening/Speaking

Grade 7 (SL.7.1), Grade 8 (SL.8.1)

Anchor Standard 2 Listening/Speaking

Grade 7 (SL.7.2), Grade 8 (SL.8.2)

Anchor Standard 2 – Reading for Information

Grade 7 (RI.7.2), Grade 8 (RI.8.2)

Anchor Standard 1 – Reading for Information

Grade 7 (RI.7.1), Grade 8 (RI.8.1)

Anchor Standard 1 – Writing

Grade 7 (W.7.1), Grade 8 (W.8.1)

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Day 1

Essential Question: What can you do to make this world a better place?

Discussion: What are some problems in the world?

Brainstorm: ideas such as : hunger, bullying, drugs, homelessness, racism, gun violence, sickness(disease)

Teach students expressions such as: Hunger is a big problem/ Another problem is bullying./ Gun violence is also an issue./ Many people are sick./ People are addicted to drugs./ Students are affected by gun violence.

Day 2

Introduce the "Freedom Riders" article by saying how racism was a problem and African Americans were not treated equal to white people. So a group of people started protesting.

Reading Comprehension – Newsela article

1. Go over vocabulary words together
2. Together read the article aloud. (teacher checks for comprehension along the way by asking questions)
3. Students will answer multiple choice questions with a partner.
4. Go over the questions and then ask the students what they thought of the "Freedom Riders." Answers should include words such as: brave, determined, smart, willing to take risks for what they believed in, wanted change.

Day 3

Introduce the song "Man in the Mirror" by asking students if they know who Michael Jackson was. Explain that he was a very talented singer, songwriter, and dancer.

Show the "Man in the Mirror" video. (of him performing) Make sure they know what a "mirror" is.

Then hand out a copy of the lyrics and go over it together. Review unfamiliar vocabulary.

Play the song with the lyrics on EdPuzzle and together do the questions to check for comprehension.

Ask students what is the message from the song. Answers may include: help others, be a better person by seeing what other people are going through, don't be afraid to get involved, do what's right.

Day 4

Writing Task: Choose A or B

A.

In order to make this world a better place, it is important to stand up for what is right. It may be difficult, but the only way for change to take place.

Write a paragraph about the importance of activism (getting involved to help make a change). And what can you do, as a student, to make this world a better place?

B.

Each person can make a difference in someone's life. Have you ever gone out of your way for someone who really needed help or did someone go out of their way to help you and your family? Describe what happened.

Entering: Write a paragraph of 5-6 sentences.

Emerging: 6-7 sentences

Transitioning: 7-8 sentences

Students would create a document on their Chromebook and type their paragraph. Students would type at a font of Times New Roman, size 12. On the board, students would see a checklist – spelling, capitalization, punctuation, complete sentences.

Upon completion, students will share their paragraph with a partner to proofread. When corrections were made, students will share their final draft with the teacher.

**Method(s) of Assessment of Student Learning:**

Formative: While working with the students I will be checking their progress by answering and asking questions. The Nearpod activities will also be an informal assessment to check vocabulary comprehension. Reading the "Freedom Riders" article aloud will encourage participation and improve pronunciation.

Summative: Reading Comprehension questions, "Man in the Mirror" questions on EdPuzzle, Writing Task

**Student Groupings:** Whole Class \*\*\*Small Group Pair Work Individual

**Materials:**

Computer, Projector, chromebooks

YOUTUBE: <https://youtu.be/TjuVesWJX30>

Handouts – NEWSELA article/questions/vocab list, song lyrics, paper, pencils

NEARPOD: <https://share.nearpod.com/vsph/T9T2qPUrMu> Code:JGFNS

EDPUZZLE: <https://edpuzzle.com/media/5a996f0b53c06340d7b75155>

**Consortium Software/Internet/Subscription sources:** Nearpod, Newsela, EdPuzzle

**Other References/Resources:**

**Reflection:** For the writing tasks, in the future, it would be beneficial to give sentence starters for entering and emerging students. For higher level (expanding), the writing task would be different, the task would center around the importance of activism and students should incorporate analysis and evidence from the reading passage and the song.



## Babylon UFSD: “Is a Picture Worth 1,000 Words?” by Kyle Cropsey

**Name(s) of Teacher(s):** Kyle Cropsey

**District:** Babylon

**School:** Junior-Senior High School

**Grade(s):** 7-12

**English Proficiency Level(s):** Mixed

**Lesson/Unit Title:** Is a Picture Worth 1,000 Words?

**Program Type:**

Stand-Alone ENL Class

**Description of Prior Learning:**

**Standards Addressed:**

CCLS English Language Arts Standard(s): (required)

BCCI NLAP –MAD/GLAD Linguistic Demands: (required)

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

1. 2017 proved to be an eventful year. Sift back through the year in review, and select an image that is representative of 2017.
2. Provide a short caption for your photograph. In this caption, be sure to cite a photograph and photographer; choose either a hashtag or six word statement about the image.
3. Write a one-page rationale for this image. In this rationale, you are to make a claim regarding why this is the image of 2017.
4. In order to do this, you must be able to support your selection with strong discourse. You must select two texts that support your image’s impact on 2017. Be sure that your selections are credible. Please cite these in your rationale.
5. Areas to consider:
  - a. Fashion
  - b. Entertainment
  - c. Sports
  - d. Music
  - e. Nature
  - f. Politics

- g. Local, National, Global events
- 6. Possible resources:
  - a. <http://www.poyi.org/>
  - b. <http://www.nationalgeographic.com/photography/>
  - c. <https://www.americandialect.org/woty>

**Method(s) of Assessment of Student Learning:**

Formative: Student work will be assessed as they work in class over the course of the unit.

Summative: Students' reflection and photo will be assessed as a quiz grade.

**Student Groupings:**  Individual

**Materials:** Chrome book, scissors, glue.

**Consortium Software/Internet/Subscription sources:** N/A

**Other References/Resources:**

## **Bellmore-Merrick CHSD: “Science Fiction - Dark Matter by Blake Crouch” by Mae Angeles & Heather Glick**

**Name(s) of Teacher(s):** Mae Angeles and Heather Glick

**District:** Bellmore-Merrick Central High School District

**School:** Sanford H. Calhoun High School

**Grade(s):** 9-12

**English Proficiency Level(s):** Emerging - Commanding

**Program Type:**

Stand-Alone ENL Class

### **Description of Prior Learning:**

Students were introduced to the Science Fiction genre at the beginning of the unit. A clip from a Sci-Fi movie was shown and as a class, students discussed how SETTING can be an interesting element to play with in this genre. It not only serves as a background to any Sci-Fi story and provides context; it can also be a source of conflict.

Students also discussed the importance of Science Fiction as “the literature of change” in the sense that it can inspire change in society and technology today to make the future better.

### **Standards Addressed:**

CCLS English Language Arts Standards: L-1, L-2, L-4, SL-1, SL-4, RL-1, RL-2, RL-3, W-1, W-4, W-6, W-9, W-11

BCCI NLAP –MAD/GLAD Linguistic Demands:

- Use words and phrases to cite.
- Use words and phrases to explain inferences drawn from the text.
- Identify words and phrases that have the same meaning and are repeated throughout the text to determine the theme or central idea.
- Identify two or more central ideas in a text by focusing on words and phrases that appear throughout the text.
- Identify verbs, adjectives and adverbs that reveal aspects of a character.
- Use words and phrases to describe the setting.
- Use words and phrases to describe the events (verbs) in the story or drama.
- Use adjectives that describe characters.
- Identify figurative language structures.
- Identify words with multiple meanings.
- Identify the specific impact of words and phrases in the overall text.

New York State Next Generation English Language Arts Learning Standards: 11-12R1, 11-12R2, 11-12R4, 11-12SL1, 11-12SL5

**Procedure (What the Teacher Does & What the Students Do):**

1. Students read the first chapter of Dark Matter and take notes on the traits of each character.
2. Students read the book throughout the unit, sometimes in class, sometimes for homework, and fill in reading logs. Reading logs are used as study guides for reading quizzes as well.
3. Students note words that are difficult to understand as they are reading. They consult the vocabulary list provided when necessary, and look up words that are not on the list when needed. Students study word lists to prepare for vocabulary quizzes.
4. Students answer questions about Science Fiction, the details of the novel, and vocabulary in class using Nearpod. Responses are discussed as a class.

Links to Nearpod Lessons:

<https://share.nearpod.com/B8iGTpYiJM>

<https://share.nearpod.com/DPcVKa1pJM>

<https://share.nearpod.com/7d2Vna3iJM>

5. The teacher goes over the directions for the Text Analysis Response task.
6. Independently, students read the excerpt from Dark Matter. While reading, they underline or highlight lines that show the central idea of the text and any examples of literary devices.
7. In pairs, students formulate a statement of the central idea of the excerpt.
8. As a whole class, students discuss the central idea statements they came up with. Suggestions for improvement are given.
9. In pairs, students find textual evidence of literary devices used by the author to develop the central idea.
10. As a whole class, students analyze how the evidence found by each pair relates to the central idea.
11. Independently, students write a Text Analysis Response.
12. Students complete a culminating project to demonstrate the importance of Science Fiction as a genre that inspires future technological advances.

**Method(s) of Assessment of Student**

**Learning:** Formative:

Reading Logs, Reading Quizzes, Vocabulary Quizzes, Whole Class Discussions, Shared Reading

Summative: Text Analysis Response Essay Writing, Research Paper

**Student Groupings:** Whole Class, Pair Work, Individual

**Materials:**

Lessons created on Nearpod, Text Analysis Response Rubric, Library Databases

**Consortium Software/Internet/Subscription**

**sources:** Nearpod

**Reflection:**

Students really enjoyed reading the novel not only because of the plot but also because of the new genre that they knew so well in movies but not so much in written work. They found it enjoyable using Nearpod and having their responses featured on the Smart Board during discussions.

## Bethpage UFSD: *“Trouble Don’t Last Novel Unit-Underground Railroad: Close Reading & Nearpod.com”* by Casey Schmieder & Renee Balvin

**Name(s) of Teacher(s):** Casey Schmieder (co-teacher: Renee Balvin)

**District:** Bethpage UFSD

**School:** John F. Kennedy Middle School

**Grade(s):** 7 English Language Arts

**English Proficiency Level(s):** Expanding

**Lesson/Unit Title:** Trouble Don’t Last Novel Unit; Underground Railroad: Close Reading & Nearpod.com

**Program Type:**

**Integrated ENL Class** (English 7)  **Co-Teaching**

**Description of Prior Learning:**

This lesson comes at the beginning of a new unit based on a study of the novel, Trouble Don’t Last by Shelley Pearsall. The overall premise of the novel discusses the Underground Railroad and the conflicts slaves faced- both internally and externally. This lesson serves as a way to build background knowledge before reading the novel through the use of first hand slave accounts of escape and capture. Students will read a pre-selected primary resource written (or told) by a slave. Students will read these to get the GIST of the overall conflicts, and will then read the novel after using a different lenses.

Standards Addressed:

**CCLS ELA Standards:** RI.7.4, RI.7.6, SL.7.1

**BCCI Linguistic Demands- Grade 7:**

**Reading For Information:** Grade 7 (RI.7.4), Anchor Standard 6

**Speaking & Listening:** Anchor Standard 1

**Next Gen Standards:** 6R1, 6R2, 6SL1

**Procedure:**

Aim/Objectives:

- Students will be able to build an understanding of the Underground Railroad through analysis of primary source texts.

- Students will be able to discuss initial reactions to a nonfiction text via a collaboration board on Nearpod.com.

Do Now (5 minutes):

- ***FLIP THE CLASSROOM:** Students were given the task of watching a video titled, “The Underground Railroad” from History.com for homework in order build background information on the topic. Video assigned on Google Classroom.*
- **Nearpod:** Have students sign into Nearpod.com and respond to the “collaboration board” post given about the GIST of the video watched previously.
  - Be sure to remind students to read all posts and respond to others if time allows.  
*Discuss with students as they post.*

Instruction (3 minutes):

- Class time today and tomorrow will be spent establishing background information for our next class novel.
- For this novel, we’ll need to know what the Underground Railroad was
- Teach what the Underground Railroad was (and *wasn’t*)
  - The Underground Railroad was a network of people who helped slaves from the south (Slave States) escape to the north (Free States)  
\*Show the picture of the map illustrating Free & Slave states
  - The Underground Railroad was **NOT** an actual train/railway system like we have today

Guided Practice (5 minutes):

- The best way to truly understand the significance of the Underground Railroad is to read first-hand accounts of the people who used it.
- Today, each group is going to be assigned a text about one particular historical figure whose life was changed by the Underground Railroad.
- Students will read through the text two times:
  - First is just for a basic understanding and to work through the complex language together
  - Second read is to focus in on the person’s internal struggles  
\*Make a reference to putting on our “lenses” to focus in on the question
- Walk students through the directions & the website

Independent Practice (25 minutes):

- In their groups, students will read through their passage on the Chromebook (there can be two Chromebooks out at each table)
  - The first read should be out aloud, with no pens or pencils. (This is for a basic understanding.)
  - For the second read, students should be focusing on the struggles he/she experienced around the Underground Railroad

- As a group, students should fill out the organizer with four struggles.
- Each group member is responsible for writing a *different* struggle based on the text.
- Each group member must confidently understand what these struggles are and be able to teach them to their classmates tomorrow

Closure (3 minutes):

- Nearpod- Respond to the following “collaboration board” post:
  - *After reading the different first hand accounts of escapes from slavery, write a QUESTION or REACTION to the text.*

*\*Teachers will print out the final posts on NearPod to reflect on the lesson (see attached).*

Differentiation:

- Grouping
- Headphones as needed for audio version of each primary source.
- Text complexity assigned by group
- Loose leaf will be provided for any students who want to take notes while reading
- Printed copy of online texts for students who prefer not to read on the computer

ENL Support:

- ENL students grouped based on proficiency levels. (AL & AM in group 1, HC in group 2)
- Clarify for understanding as needed.
- Close proximity to ENL teacher.
- Previously annotated texts for students as needed.

**Method(s) of Assessment of Student Learning:**

- **Formative:** Teacher observations and checking for understanding, proximity to students by ENL teacher to support ELL needs.
- **Summative:** Collaboration board on Nearpod.com and Google Classroom response post.

**Student Groupings:**  Whole Class  Pair Work *(Choose all that apply)*

**Materials:**

- Chromebooks
- NearPod.com
- Primary Source Texts
- Loose leaf
- Group worksheet

**Consortium Software/Internet/Subscription sources:**



- Nearpod.com
- <https://share.nearpod.com/PHHyzKSKdM>

**Other References/Resources:**

- <https://share.nearpod.com/PHHyzKSKdM>
- Google Classroom
- Chromebooks

**Reflection:**

The goals of this lesson were successfully met. Before reading a novel in which the setting focused on the time period of the Underground Railroad, we found it important to take time to read first hand accounts of slaves and the underground railroad unsafe. At the end of the lesson students truly had the GIST of the U.R. and actually moved past knowing “famous” U.R. leaders, and learned more about “common” slaves during that time. We found that many social studies classes focused in on Harriet Tubman and Frederick Douglass, which is very important, but we wanted to expose students to other first hand accounts- and this goal was met. Students worked well with one another and truly thrived in this type of partner work. Whether it was close reading, interrogating the text, highlighting key concepts, or drawing conclusions based on inferences, all students worked together to achieve the goal of finding the conflict each slave faced. Lastly, students REALLY enjoyed the use of Nearpod. We found that the initial poll (used the day before) and the collaboration board peaked students interests, gave crucial feedback to the teachers, and the collaboration between students was so great. Students were able to respond to each other, and see their responses, which further motivated them to collaborate with one another and get a change to practice their discussion skills. Overall, this lesson was a great way to introduce a topic of learning through the use of a student centered classroom, and a large amount of collaboration between students.

*\*\* Student work is shown on Google Slides Presentation \*\**

## Bethpage UFSD: “Scenes from *To Kill a Mockingbird*” by Jillian De Napoli

**Name of Teacher:** Jillian De Napoli

**District:** Bethpage School District

**School:** Bethpage High School

**Grade:** 9

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

**Lesson Title:** Scenes from *To Kill a Mockingbird*

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*English 9*)  Co-Teaching

**Description of Prior Learning:** We are reading *To Kill a Mockingbird* in our ninth grade English class. As we read, we have been analyzing the various characters in the novel. In today’s lesson, students will create what they imagine the characters to look like, including facial expressions, as they depict different scenes.

**Standards Addressed:**

CCLS ELA Standards: W.9-10.3, W.9-10.4, W.9-10.6, RL.9-10.1, SL.9-10.4, L.9-10.1

BCCI Linguistic Demands: W.9-10.3, W.9-10.6, RL.9-10.1, SL.9-10.4

Next Gen Standards: 9-10W3, 9-10W4, 9-10R1, 9-10SL4

**Procedure:** *This will take multiple days to complete.*

- I will introduce the Storyboard project to the students.
- We will review what we envision the characters to look like in *To Kill a Mockingbird*. Throughout our reading, the students have been participating in characterization activities using evidence from the text to support their conclusions.
- Using my SmartBoard lesson, I will then project examples of what characters may look like from *To Kill a Mockingbird*.
- Next, I will show the students how to use StoryboardThat.com. I will give step by step directions to each student on how to create a Storyboard for this project, and model each step to the students.
- For each cell of their Storyboard, students will choose a background scene and characters. There are several settings and characters for students to choose from depending on the scene their group is assigned.

- For the characters, students will edit their poses by moving their faces, arms, and legs, change hair, eye, and skin colors, and rotate their positions for each part of the scene. They will also change each character’s facial expressions, showing the emotion they are feeling at that particular moment.
- After students create their scenes, they will write a caption for each cell to describe what is happening in the picture. Their caption will be a summary, including direct quotes from that part, citing the page number.
- After modeling to students how to create background scenes and characters on Storyboard That and reviewing the project guidelines, my co-teacher and I will assign a scene to each group. We will give each group their own username and password to use when logging on to the program.
- Students will use their novels to reread the scene they are depicting and choose how they will portray this section.
- As students work with their group members, I will work with our English language learners to guide them through each part of the project. First, I will give them a printout of the excerpt of the scene that they will be designing. In this way, we can annotate the text and discuss what they visualize and want to show when creating their Storyboard.
- After taking notes and brainstorming together, our larger group of English language learners will work in two separate groups so they all have an opportunity to participate and contribute to the project using their Chromebooks.
- I will give our English language learners a graphic organizer to plan their scene and organize their ideas before using Storyboard That.
- The students will record captions, including quotes from the novel, for each summary. I will review their graphic organizers with them before they begin their project on the Chromebooks.
- After, the students will begin creating the Storyboard using their graphic organizers to guide them. They will choose their background scenes and characters and edit poses and emotions.
- Then, they will type the captions they wrote on their planning page.
- Lastly, each group will present their Storyboard That projects to the class, share their captions, and describe why they chose the details they included in each picture.

**Methods of Assessment of Student Learning:**

**Formative:** Graphic organizer

**Summative:** Storyboard That Project Rubric

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** SmartBoard lesson, Chromebooks, *To Kill a Mockingbird* books, directions for project, graphic organizers for planning, reading excerpts for scene, rubrics

**Consortium Software/Internet/Subscription sources:** StoryboardThat

**Other References/Resources:** Rubistar

**Reflection:** The students in our ninth grade English class loved using StoryboardThat. They enjoyed exploring the website and all of their projects were full of detail. Our English language learners took pride in their work and thoughtfully created each part of the scene by manipulating characters' poses and facial expressions and adding specific objects from the novel. It was also a great way for them to practice finding evidence from the text and citing quotes. The students were excited to share their projects with their classmates and explain why they included each detail. It was very evident that they understood the text and they enjoyed using a new website that allows them to be creative.

## **East Islip UFSD: *“The White House/ Washington D.C. monuments and memorials”* by Romina Ackley**

**Name(s) of Teacher(s):** Romina Ackley

**District:** East Islip School District

**School:** East Islip High School

**Grade(s):** 9-10

**English Proficiency Level(s):** Entering - Commanding

**Lesson/Unit Title:** The White House/ Washington D.C. monuments and memorials

**Program Type:** Stand-Alone ENL Class

### **Description of Prior Learning:**

Students were introduced to and given background knowledge of the White House and Washington DC.

### **CCLS English Language Arts Standards:**

CCSS.ELA-Literacy.W.9-10.6

**BCCI NLAP –MAD/GLAD Linguistic Demands:** Grade 9-10 (SL.9-10.5)

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Students are beginning a unit on Washington DC and learning about the location, monuments, and memorials. The first site I like to choose is the White House. Students are given an informational handout with information about who resides in the White House, structural information, important past events, and information on other activities that currently go on. Students are then asked to explore further and take a virtual tour of certain rooms of the White House.

First students will watch an introductory video prepared by Michelle Obama. While watching, students are given a sample of what they will experience. They are then given the iPads and are open to explore the rooms but with purpose. Students use their finger to “walk” or navigate amongst the rooms. Their assignment is to look at the paintings, sculptures, or any work of art and choose their favorite piece to share with their peers. After they have chosen their piece, they must research on the iPad and answer some basic art questions about the work. The information is mostly on what one would find on an information card at a museum. The answers to the questions can be found by clicking on the painting or using Google. This information is later used as a script when sharing with the class. While the students find their information, the teacher may look up the some additional information about the president,

painting or piece of artwork the students have chosen. This will give students additional information about their artwork to make them more engaged when presenting. This also may answer some questions they might have about their work.

The final step involves the students practicing their confidence in speaking in the English language. Their last objective is to share their piece with the class. The sharing is given a more artistic critique feel. This is accomplished by moving student's desks to the side and having the chairs face the smartboard or board with the artwork is being displayed. The students take turns to read their information and explain to their peers why they chose their piece. Their peers may also actively share their thoughts on the artwork. After they have shared, the teacher then has the option of sharing additional information on the piece to give an explanation of the artwork or president.

### **Method(s) of Assessment of Student Learning:**

**Formative:** As the students do research on the artwork they will be graded on effort as classroom work or participation.

**Summative:** After they have found all their information students are then asked to present their information. This will be graded again by effort and correct information on "The White House Virtual Tour" handout.

**Student Groupings:** Can be any of the following: Whole Class / Small Group / Pair Work / Individual

**Materials:** iPads, internet access, virtual tour art worksheet

### **Consortium Software/Internet/Subscription sources:**

iPads

### **Other References/Resources:**

<https://obamawhitehouse.archives.gov/blog/2012/04/03/youre-invited-take-virtual-tour-white-house>

<https://artsandculture.google.com/partner/the-white-house>

### **Reflection:**

Students really enjoyed the virtual tour and were able to use technology in the classroom. They were really drawn to the fact that they would be able to explore and feel as though they were in the White House. Many students may not have the chance to visit Washington D.C. so this is a great opportunity for them to visit a national site. Their engagement of the lesson led me to incorporate more virtual tours with the remainder of the unit, when possible. Students were able to do a virtual tour of the National Mall, Lincoln Memorial and Capitol Building.

## East Islip UFSD: “Ancient Greece” by Pamela Solomon & Carol Ann Hennessy

Name(s) of Teacher(s): Pamela Solomon (co-teach 6<sup>th</sup> grade-SS/ELA Carol Ann Hennessy)

District: East Islip

School: East Islip Middle School

Grade(s): 6

English Proficiency Level(s): Emerging-Commanding

Lesson/Unit Title: Nearpod on Ancient Greece

Program Type: Co-Teaching Model: Team Teaching

Description of Prior Learning: : Students have been learning facts about Ancient Greece in Social Studies. Teaching methods include using videos, technology, pair work, and group work.

Some of the topics in SS included: The Rise of Greek Civilization, Governing Ancient Greece, The Golden Age of Ancient Greece, and Religious Beliefs in Ancient Greece.

Standards Addressed:

BCCI NLAP –MAD/GLAD Linguistic Demands: Reading for Information 6.2,6.3,6.4, 6.7;

Writing 6.1,6.4;

Speaking and Listening 6.1, 6.2, 6.4, 6.5

Procedure (What the Teacher(s) Does/Do & What the Students Do): Students will complete a Nearpod activity on Ancient Greece. The co-teachers will take turns reading the comprehension passages to modify tasks for my ELLs. Nearpod activities include: Reading Comprehension passages and quizzes to check comprehension, a Video on Ancient Greece, a Virtual Field Trip, a Draw It page, and a Writing page.

The teachers will take turns reading and facilitating the Nearpod activity. Teachers will rotate around the classroom to assist struggling students, including ENL students.

Method(s) of Assessment of Student Learning:

Formative: Draw It, Sentence Writing

Summative: Quizzes

Student Groupings: Pair Work

Materials: Laptops/Smart Board

Nearpod

Consortium Software/Internet/Subscription sources: Nearpod

Other References/Resources: SS Textbook – World Studies “ The Ancient World”

Reflection: Nearpod is an excellent resource for all teachers at all levels. Nearpods are effective across all content areas. These Nearpod activities can enhance your ENL lessons by incorporating several types of highly engaging activities. My students enjoyed using Nearpod throughout the school year. It is easy to create your own Nearpod or edit existing Nearpods. Nearpod has been a valuable addition to my lesson planning.



## East Moriches UFSD: “Getting to know a Character” by Eneida Corona Mirra

<b>Teacher:</b> Eneida Corona Mirra	<b>Date:</b> November 18, 2015	<b>Grade / Subject:</b> Grade Band 7-8 / ENL, ELA, S.S.
<b>Class:</b> Number of ELL students- 1 (male), <b>Age:</b> 12-14  <b>Countries of origin:</b> Ecuador  <b>Proficiencies:</b> L1  <b>Additional information:</b> None at this time.		
<b>Unit/Theme:</b> ELA CC, Grade 8: Module 1: Unit 1: Lesson 5 Getting to know a Character  <b>Duration:</b> 8 entries 8-10(40 minutes)	<b>Standards:</b> <u>-New York ESL/ENL State Standards:</u> Intermediate Grades 5-8  Standard 1, Students will listen, speak, read, and write in English for information and understanding.  <u>-CCSS.ELA:</u> RL.8.1, RL.8.3, RI.8.4,  <u>-CCSS for ELA and Literacy in History/Social Studies, Science and Technical Subjects:</u> Intermediate Grades 6-8  Reading Standards for Literacy in History/Social Studies 6–12 Standard 1	
<b>Content Objectives:</b>  SWBAT / I can...  1. Make inferences that deepen my understanding of Inside Out & Back Again.  2. Analyze text and explore unfamiliar vocabulary words and concepts.  3. Utilize reading/listening/learning strategies to help support my citing and writing of my analysis.	<b>Language Objective(s):</b>  <b>1. Listening</b> (process, understand, interpret, and evaluate spoken language in a variety of situations).  <b>2. Speaking</b> (engage in oral communication in a variety of situations for an array of purposes and audiences).  <b>3. Reading</b> (process, interpret and evaluate written language, symbols and text with understanding and fluency).  <b>4. Writing</b> (engage in written communication in a variety of forms for an array of purposes and audiences).	

<p><b>Key Vocabulary:</b></p> <p>-In reference to module 1:</p> <p>Lesson 1-5</p> <p>(1) Inference (n), infer (v), determine, panic, desperately, quantities, clashes,</p> <p>(2) free verse poetry, stanza, cite evidence, incidents, meaning, gist, lunar, glutinous, foretells</p> <p>(3) predict, fate, smeared, foretell</p> <p>(4) cite evidence, incident, critical, meaning, tone; papaya tree, flicked, vow, witness, chiding, scolding,</p> <p>-Additional vocabulary for clarification/understanding of text:</p> <p>Communism, weep, refugee, experience, Tet, splash, embroider, percentages, bless, expanded, Vietnam, Saigon</p>	<p><b>Supplementary Materials/Resources:</b></p> <p>A. Inside Out &amp; Back Again by Thanhha Lai</p> <p>-Hand-outs;</p> <p>B. Inside Out &amp; Back Again Text/Vocabulary Words/Gist activity sheets for 8 entries from lesson 5.</p> <p>1-“Unknown Father,”</p> <p>2-“TV News,”</p> <p>3-“Birthday,”</p> <p>4-“Birthday Wishes,”</p> <p>5-“A Day Downtown,”</p> <p>6-“Twisting Twisting,”</p> <p>7-“Closed Too Soon,”</p> <p>8-“Promises.”</p> <p>C. Thinking Stems/Sentence Starters reference sheet.</p> <p>D. Signal Words (Compare/Contrast) reference sheet.</p> <p>E. Examples of nonlinguistic representations of learning target vocabulary.</p> <p>-iPod with dictionary, translation, and visual reference access.</p>
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SIOP FEATURES		
PREPARATION	SCAFFOLDING	GROUP OPTIONS
<input checked="" type="checkbox"/> Adaptation of content	<input checked="" type="checkbox"/> Modeling	<input type="checkbox"/> Whole Class
<input checked="" type="checkbox"/> Links to background	<input checked="" type="checkbox"/> Guided Practice	<input type="checkbox"/> Small Groups
<input checked="" type="checkbox"/> Links to past learning	<input checked="" type="checkbox"/> Independent practice	<input type="checkbox"/> Partners
<input checked="" type="checkbox"/> Strategies incorporated	<input checked="" type="checkbox"/> Comprehensible input	<input checked="" type="checkbox"/> Independent

INTEGRATION OF PROCESSES	APPLICATION	ASSESSMENT
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Hands-On	<input checked="" type="checkbox"/> Individual
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Meaningful	<input type="checkbox"/> Group
<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Linked to Objectives	<input checked="" type="checkbox"/> Written
<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Oral

### Previous Lessons:

-ENL teacher meets daily with content ELA teacher to review materials and assure comprehensible input and learning objects.

-Previous activity was introduced to enable ELL (English Language Learner)/LEP (Limited English Proficient) student in making inferences from a primary source. In this activity a visual reference of an actual photograph (Preparing for the Land Run). Previewing/reading/vocabulary activity was implemented where ELL/LEP student is asked to preview/read question, ELL/LEP student is then asked to annotate (highlight/underline/circle) unfamiliar words. ENL teacher has ELL/LEP student target those specific vocabulary words to see if connections can be made (affixes –prefixes/suffixes, root words, word families, etc.). The attempt here is to assist ELL/LEP student to model, think-out-loud, make connections/scaffold to previous background knowledge supporting process of recognizing beginning reading strategies and techniques in understanding words and text.

-Activity was introduced from previous assessment to assist ELL/LEP student in the process of writing. First, getting ELL/LEP student’s thoughts on paper, learning how to organize and structure responses with editing (utilizing a 1<sup>st</sup>, 2<sup>nd</sup> and final draft of writing, further investigating vocabulary words/meanings, closely looking at sentence structures and grammar, comparing 1<sup>st</sup> draft writing with final draft and reviewing changes that were made).

Activity also supports CC/ELA, grade 8:Module 1: Unit 1: Lesson 1 Making inferences: The Fall Saigon where students previewed the slideshow of pictures from The New York Times of the fall of Saigon. ELL/LEP student along with whole class worked on Notice and Wonder activity.

-Today's lesson will focus on making inferences that will deepen understanding of text, analysis and explore unfamiliar vocabulary words and concepts. ELL/LEP student will also utilize reading/listening/learning strategies to help support citing and writing of analysis.

**Lesson Sequence:****1. Motivation:**

Text/Vocabulary Words/Gist activity sheet specifically for Grade 8: Module 1: Unit 1: Lesson 5 (pages 22-41 from text). Depending on time frame, body of readings have been grouped by entries. For lesson 5 the 8 entries include “Unknown Father,” “TV News,” “Birthday,” “Birthday Wishes,” “A Day Downtown,” “Twisting Twisting,” “Closed Too Soon,” and “Promises.”

2. ELL/LEP student will pre-view and pre-read entry (1<sup>st</sup> column). ELL/LEP student will annotate (highlight/underline/circle) unfamiliar words. ENL teacher has ELL/LEP student target those specific vocabulary words to see if connections can be made (affixes –prefixes/suffixes, root words, word families, etc.). The attempt here is to assist ELL/LEP student to model, think-out-loud, make connections/scaffold to previous background knowledge, supporting the process of beginning reader strategies and techniques in understanding words and text.

3. ELL/LEP student will look up words and write definitions (2<sup>nd</sup> column).

4. ENL teacher and ELL/LEP student will review unfamiliar words and definitions. ENL teacher is checking for understanding, supporting ELL/LEP student with additional resources (visuals, videos, apps, etc.).

5. ELL/LEP student will read text and will be asked to reiterate in his own words what he just read-gist (3<sup>rd</sup> column).

6. If ELL/LEP student is still struggling with a concept/word or meaning, ENL teacher will encourage/assist/model ELL/LEP student to utilize resources on hand (i.e. IPOD, visuals, objects) to seek additional information/facts in supporting his statement.

(Note -If ELL/LEP student is still unable to retrieve information ENL teacher will prompt student to explain in his native language and will restate his comments in English to enable and support ELL/LEP student’s scaffolding of first language (L1) acquisition with second language (L2) acquisition. This strategy only works with this specific ELL/LEP student’s whose L1 is in Spanish. In the event that ENL teacher is working with an ELL/LEP student whose 1<sup>st</sup> language is Polish, ENL teacher may utilize other resources (translation apps) to create scaffolds.

**Adjustments/Modifications:**

Continue to assess and monitor ELL/LEP student work, provide opportunities in re-teaching, reviewing, and modeling if necessary to assure understanding. ENL teacher should be checking for understanding and asking questions. ENL teacher can also encourage and provide other forms of graphic organizers for pre-reading to help ELL/LEP students develop and understand key concepts. Adding visual supports, adding/removing text clues, word banks, glossaries (English & L1), bilingual dictionary apps, high frequency academic words with additional supports, in-text meaning making statements, highlighting/underlining key words/terms, utilizing simple sentence structures for additional scaffolding guides, providing a few key example answers, formatting

guides so that there is added scaffolding (i.e. open-ended format versus multiple choice questions).

**Upcoming lesson:**

Gallery Walk activity

1. ELL/LEP student along with whole class will participate in the Gallery Walk activity from Grade 8: Module 1: Unit 1: Lesson 5. "...students will walk around for 5 minutes, read other group's charts in a quiet and respectful manner" To differentiate activity, ELL/LEP student will be allowed additional time and have resources available to assist in further clarification (i.e. IPOD with dictionary, translate apps and visuals).

2. "Students will gather with their own small group next to their own anchor chart and share their sticky notes" ELL/LEP student may also need additional time to write and express (verbally) support evidence.

3. "Also listen for few strong examples when students' examples refer to specific details from the novel that reveal Ha's character" ELL/LEP student may need ENL teacher to re-state, paraphrase, further explain other students' responses for understanding.

4. ELL/LEP student will utilize all pre-activities to complete Mid-Unit 1 Assessment: which will be differentiated to achieve comprehensible input within ELA content area.

-Prior to summative assessment, ENL teacher will have ELL/LEP student preview/read questions for understanding and address unfamiliar vocabulary words/terms for clarification. ELL/LEP student will utilize previous notes/activities and additional resources (Thinking Stems/Sentence Starters and Compare and Contrast reference sheets) and continue to utilize reading and learning strategies. If necessary ENL teacher will have sentence starters prepared prior for ELL/LEP student if additional support is required for the Mid-Unit 1 Assessment (see attachment of example).

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**Grouping:**

-ELL/LEP student's current English proficiency level is Entering (has great dependence on support and structures to advance his academic language skills). Currently this ELL/LEP student is at a level that has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within his grade level.

-Grouping of ELL/LEP student will not be an issue since the student is the only present ELL/LEP student in his ELA classroom.

**Formative Assessment(s):**

Text/Vocabulary Words/Gist activity sheet, written summaries and any pertaining additional written work.

**Summative Assessment(s):** Submit into student working portfolio/binder for end of year summative assessment.

## East Williston UFSD: “Crossing Cultures Through Virtual Field Trips” by Jason Craven & Gail Leibert

**Teachers:** Jason Craven & Gail Leibert

**District:** East Williston

**School:** The Wheatley School

**Grade(s):** 10-12 English

**Proficiency Level(s):** Expanding

**Lesson/Unit:** Crossing Cultures Through Virtual Field Trips

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*Insert Content Area*)

Co-Teaching

**Description of Prior Learning:** Students will have been guided in a short practice writing exercise in which they are presented with elements from another culture (language, photos, short videos) and asked to reflect on what the experience made them think of in terms of similarity or difference with their own prior experiences.

### Standards

#### Addressed:

CCLS ELA Standards

(required):

- **Reading Standards for Informational Text Grade 11-12 - 7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Writing Standards Grade 9-12 - Research to Build and Present Knowledge - 7.a.** Explore topics dealing with different cultures and world viewpoints.

BCCI Linguistic Demands

(required):

- **NLAP RI.11-12.7** - Identify the nouns and modifiers used in information presented in photos, videos, and texts. (E.g., tiered houses, grassy hills, serene countryside) Use sentence structures to integrate, evaluate, and compare information and personal experiences. (E.g., This scenery is similar to where I have lived because....)

Next Gen Standards  
(required):

- **Literacy 6-12 Anchor Standard for Writing - Standard 5:** Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
- **Writing Standards for Literacy in History/Social Studies - WHST 4:** Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

1. Teacher demonstrates selection and exploration of Nearpod VR Virtual Field Trip lessons (see **Consortium Software/Internet/Subscription sources** below) while narrating how information presented in the photos and videos is different from teacher's own past experiences.
2. Teacher instructs students to select a Virtual Field Trip to an unfamiliar destination and to note on graphic organizers any new phenomena or observations, in addition to writing general reflections on differences as they explore their field trips.
3. Students spend 10 minutes exploring their field trips and making notes for later reflective writing.
4. Students spend 5 minutes refining their written reflections on their field trips.
5. Teacher facilitates students pairing or forming small groups with other students who have explored different destinations, and models sharing written reflections.
6. Students share reflections in small groups and then present interesting learnings with whole class.
7. Homework: Revise and submit written reflection along with summaries of learnings from small group discussions.

**Method(s) of Assessment of Student Learning:**

**Formative:** Students will be assessed based on participation in paired and small-group discussions of their research on Nearpod VR.

**Summative:** Students will be assessed based on the development of their ideas in written reflections that compare their virtual field trips to their own past experiences.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

*(Choose all that apply)*

**Materials:** Mobile phones, VR glasses, ChromeBooks

**Consortium Software/Internet/Subscription sources:** Nearpod VR lesson

library: Exploring Machu Picchu

(<https://share.nearpod.com/b2aLJ2i1pM>)

Exploring the Great Wall of China

(<https://share.nearpod.com/BdFEWYf1pM>) Exploring China

(<https://share.nearpod.com/ep9bC1e1pM>)

Exploring the Forbidden City

(<https://share.nearpod.com/f1WrPxe1pM>) Exploring South

Africa (<https://share.nearpod.com/A01Ki2a1pM>) Exploring

Cuba (<https://share.nearpod.com/54lXnGa1pM>)

Exploring Italy (<https://share.nearpod.com/S1slnia1pM>)

Exploring Germany

(<https://share.nearpod.com/QW2vtR90pM>) Exploring

Japan (<https://share.nearpod.com/yIc0GI90pM>)

Exploring Russia

(<https://share.nearpod.com/CbRv6D70pM>) Exploring

Mexico (<https://share.nearpod.com/EjkU1D80pM>)

Exploring Versailles

(<https://share.nearpod.com/mClQWRz0pM>)

Exploring the Tower of London (<https://share.nearpod.com/tBAXEjF0pM>)

**Other References/Resources:**

**Reflection:** Students were very interested and engaged by the virtual scenery presented in their VR glasses, although teachers must be very careful to align iPhones carefully within the glasses in order to present a well-focused presentation. Students seemed to benefit greatly from modeling the use of the graphic organizer - thinking aloud while displaying the field trip images helped highlight differences.



## Eastport-South Manor CSD: “In My Country We Eat” by Jaime Carfora

**Name(s) of Teacher(s):** Jaime Carfora

**District:** Eastport South Manor

**School:** ESM Junior Senior HS

**Grade(s):** 7-8

**English Proficiency Level(s):** Entering-Transitioning

**Lesson/Unit Title:** In My Country we eat

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching (Insert co-teaching model)

**Description of Prior Learning:** Students read stories about different holidays around the world. After being exposed to how different cultures celebrate different holidays all around the world.

**Standards Addressed:**

CCLS English Language Arts Standard(s): CCSS.ELA-LITERACY.CCRA.W.6, CCSS.ELA-LITERACY.CCRA.SL.2, CCSS.ELA-LITERACY.CCRA.SL.5

BCCI NLAP –MAD/GLAD Linguistic Demands: (required) (W.7.5)

*If applicable, include Next Generation Learning Standards*

**Procedure (What the Teacher(s) Does/Do & What the Students Do):** Each student researched three or four dishes that you would eat if you were to celebrate a holiday at their house. Students used Google to explore their dishes and find a description of the dish. They all filled in a graphic organizer with the information needed. After they completed their organizers they transferred the information into Buncee. They found pictures to accompany their dishes. After they read and recorded their voices into Buncee.

*(For a co-teaching lesson, include the roles of each co-teacher.)*

**Method(s) of Assessment of Student Learning:**

Formative: Students were periodically assessed for progress of research as well as, editing their writing. They also listened to their voices for pronunciation.

Summative:

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** Graphic Organizers, iPads, Buncee

**Consortium Software/Internet/Subscription sources:** Buncee

**Other References/Resources:**

**Reflection:** Students enjoyed exploring their culture with their classmates and myself. They felt a sense of pride when sharing their projects with the class.

## Garden City UFSD: “Inferencing” by Loren Blum & Carol Russo

**Name(s) of Teacher(s):** Loren Blum, Carol Russo

**District:** Garden City

**School:** Garden City Middle School

**Grade(s):** 6th

<https://share.nearpod.com/https://app.nearpod.com/library/preview/lesson-L37875363>

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

**Lesson/Title:** Students will be able to identify the challenges Percy Jackson faces and infer his characteristics based on his responses

**Program Type:**

Integrated ENL Class (*Insert Content Area*)  English Language Arts

**Description of Prior Learning:**

Students have worked on character traits and are able to identify the meaning of character traits and vocabulary of various traits.

**Standards Addressed:**

**CCLS English Language Arts Standard(s):** RL.6.1, RL. 6.3, SL.6.1

**BCCI Standards:** Synthesize how the author helped the readers get to know Percy Jackson.

**Next Generation Standards:** 6R1, 6R3, 6SL1

**BCCI NLAP –MAD/GLAD Linguistic Demands: (required):** RL.6.1, RL.6.3, SL.6.1

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

1. Students will create a journal entry based on the prompt; “Write about a challenge you have faced and how you overcame it.”
2. Peers will respond by inputting a character trait that describes the person’s personality, ex; courageous, determined
3. Students will share out their entry and response.
4. Students will view a video that models inferencing.

5. [https://www.youtube.com/watch?v=tvKzyYy6qvY&index=1&list=PLGniCcA0UBfEa6j7ZljW\\_IceQM83kU](https://www.youtube.com/watch?v=tvKzyYy6qvY&index=1&list=PLGniCcA0UBfEa6j7ZljW_IceQM83kU)
6. Teachers will offer clarification for any students needing additional support
7. Students will refer to chapter 2 in *The Lightning Thief* to identify a challenge Percy faced, which has been previously flagged. They will determine how Percy responded to the challenge and *infer* about Percy's character.
8. Students will then share out their responses and the groups with the same challenge will either agree with the inference or add on with additional evidence to support their response.
9. Students will receive an **Exit Ticket**: *How has the author, Rick Riordan, helped us to get to know Percy so far in **The Lightning Thief**? Use evidence from the text to support your thinking.*

**Method(s) of Assessment of Student Learning:**

Formative: An EXIT ticket was able to assess the students' knowledge of inferencing as well as supportive evidence regarding character traits regarding Percy Jackson

Summative:

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** Student journals, Smartboard, *Lightning Thief*, Chromebooks

**Consortium Software/Internet/Subscription sources:** Nearpod

**Other References/Resources:** Google slides

**Reflection:** The Nearpod lesson was useful in engaging the students to master the skill of inferencing. The students enjoyed using Nearpod to keep them engaged. Since responding anonymously, students' affective filter is lessened.

## Hauppauge UFSD: *“The Three Branches of the Government”* by Linda Katsiotas

**Name of Teacher:** Linda Katsiotas

**District:** Hauppauge

**School:** Hauppauge Middle School

**Grades:** 6 & 7

**English Proficiency Levels:** Emerging

**Lesson/Unit Title:** Three Branches of the U.S. Government

**Program Type:** Stand-Alone ENL Class

### **Description of Prior Learning:**

Vocabulary such as Executive, Legislative, Judicial as well as the concept of branches being part of a whole (and not just part of a tree), reading websites for background knowledge (see websites below under references), the use of PowerPoint or Google Slides.

### **Standards Addressed:**

CCLS English Language Arts Standards: RI.6.4

BCCI NLAP –MAD/GLAD Linguistic Demands:

SPEAKING LISTENING: Grade 6 (SL.6.1)

CCLS Social Studies Standard(s): WHST.6-8.6

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

- Visual chart for branches: use for background knowledge and for repetitive vocabulary
- BrainPopJr activity
- Website reading: students find information on website based on teacher’s questions. The questions are differentiated for students.
- Show Teacher PowerPoint (Google Slide) of Judicial branch
- Students create Executive OR Legislative presentations using teacher’s model.
- Create YouTube video of the students presentation using Screencastify or other screen video tool
- Collaborate using Nearpod by adding information into Nearpod template

**Method(s) of Assessment of Student Learning:**

Formative: informal ongoing teacher observations

Summative: Finished Presentation (writing), finished YouTube video (speaking). Data from Nearpod (Reading, Writing, Listening)

**Student Groupings:**

Pair Work and Individual

**Materials:**

Nearpod

BrainPopJr

Google Slides or Microsoft PowerPoint

Screencastify

Youtube

**Consortium Software/Internet/Subscription sources:**

Nearpod

BrainPopJr

**Other References/Resources:**

Ben's Guide to the US Government: <https://bensguide.gpo.gov/a-what-are-branches>

Duckster: [http://www.ducksters.com/history/us\\_government.php](http://www.ducksters.com/history/us_government.php)

Congress for kids: <https://www.congressforkids.net/>

**Reflection:**

The activities provided stimulation and variety so the students were engaged throughout. Perhaps next year I'll have content elementary teachers share it with their students so the middle school students who created it could look at the Nearpod data from a larger group.

# Island Park UFSD: “Wonders of the World” by Shannon Reda

**Name(s) of Teacher(s):** Shannon Reda

**District:** Island Park School District

**School:** Lincoln Orens Middle School

**Grade(s):** 6,7,8

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

**Lesson/Unit Title:** Wonders of the World

**Program Type:**



Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching

**Description of Prior Learning:**

In order to complete the Wonders of the World projects, this unit incorporated a variety of research and annotation skills. Students have been working on developing these skills throughout the year, however, they were reviewed and modeled within the unit as well.

**Standards Addressed:**

CCLS ELA Standards (required):

RI.6.1, RI.7.1, RI.8.1, RI.6.4, RI.7.4, RI.8.4, RI.6.7, RI.7.7, RI.8.7, RI.6.10, RI.7.10, RI.8.10, W.6.2, W.7.2, W.8.2, W.6.2.B, W.7.2.B, W.8.2.B, W.6.2.C, W.7.2.C, W.8.2.C, W.6.2.D, W.7.2.D, W.8.2.D, W.6.2.E, W.7.2.E, W.8.2.E, W.6.2.F, W.7.2.F, W.8.2.F, SL.6.1, SL.7.1, SL.8.1, SL.6.5, SL.7.5, SL.8.5, SL.6.6, SL.7.6, SL.8.6

CCLS History/Social Studies Standards: CCSS.ELA-LITERACY.RH.6-8.1 , RH.6-8.10

BCCI Linguistic Demands (required):

NLAP Reading for Information (RI): RI.1: RI.6.1, RI.7.1, RI.8.1

NLAP Writing (W): W.5: W.6.5, W.7.5, W.8.5

Writing (W): W.7: W.6.7, W.7.7, W.8.7

NLAP Writing (W): W.8: W.6.8, W.7.8, W.8.8

NLAP Speaking and Listening (SL): SL.5: SL.6.5, SL.7.5, SL.8.5

NLAP Speaking and Listening (SL): SL.6: SL.6.6, SL.7.6, SL.8.6

Next Gen Standards (required):

6R1, 6R8, 6W2, 6W6, 6W7, 6SL5, 6SL6, 6L3, 6L4, 6L6, 7R1, 7R8, 7W2, 7W6, 7W7, 7SL5, 7SL6, 7L3, 7L4, 7L6, 8R1, 8R8, 8W2, 8W6, 8W7, 8SL5, 8SL6, 8L3, 8L4, 8L6

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Unit/Project Summary:

Students will be researching a Wonder of the World using Nearpod and a variety of other sources, writing an essay, and then creating a digital poster using Buncee.

**Day 1**

Students will be introduced to the Wonders of the World through a Nearpod presentation. Students will then select a Wonder of the World to research. Teacher will introduce students to the layout of the project with a Flow Map outlining the topics they will need to research, and checklists for the items they will need to include in their essay, and digital poster. Teacher will show students samples of completed projects to help clarify the product they are working towards creating throughout the unit. (Included in Nearpod Project Overview presentation or Buncee Project Overview presentation - See links)

Buncee: <https://app.edu.buncee.com/bunceeboard/7a98cb6061074f158f0a6d474ce7593b>

Nearpod: <https://share.nearpod.com/b5qVGsJxCM>

**Day 2**

Teacher will demonstrate how to use Nearpod to conduct research with an example presentation on the Empire State Building. The class will be given 3 different colored index cards for notetaking. Students will label the cards *Location, Construction, Description*. The class will watch a short video on the Empire State Building in the Nearpod presentation. After watching the video once, the teacher will show the video again, asking students to raise their hands when they hear an important fact or piece of information that should be written down on our index cards. Teacher will model how to take notes on the index cards, while students do the same. After the video activity, teacher will show students 360 degree virtual tours of the Empire State Building in Nearpod, and a link to an article. Class will read the article together and complete taking notes on the index cards.

<https://share.nearpod.com/i77gC2hQpL>

**Day 3**

Students will be given an individual Nearpod code to a Student Paced Lesson on their Wonder of the World, (previously created by Nearpod or teacher). Class will set up index cards for their research using the questions on the Flow Map in the project description, (*Why is it a wonder?, Where is it located? When was it built?, etc.*). Teacher will then review with the class how to take notes using the information from the Nearpod, reviewing the previous day's whole group activity with the Empire State



Building model. Students will begin to view their Nearpod presentations, watch and listen to videos, experience virtual tours, and read articles about their specific topics. Students will take notes on their index cards while researching. Students will store their index cards in mini research notebooks.

**Nearpod Folder** with a variety of topics:

<https://share.nearpod.com/e/zUPD2zLxCM>

#### **Day 4**

Students will continue to use their Nearpod presentation to conduct research and take notes on their index cards. Teacher will rotate and conference with each student to ensure they have gathered substantial and sufficient facts and details for their essays.

#### **Day 5**

Students will use a variety of websites such as Britannica Online, Ducksters, National Geographic, etc. (included in the project description packet) to continue their research. Teacher will conference with each student individually to assess the facts and details they have compiled for each category.

#### **Day 6**

Teacher will explain to students that they will begin to use the information on their index cards to write a research paper describing their Wonder of the World. Teacher will discuss and review the importance of paraphrasing, along with examples. Students will watch the **BrainPop video “Paraphrasing,”** and discuss the difference between direct quotes and paraphrasing.

<https://youtu.be/kj0VBX8MfQA>

Then teacher will review **how to write an introduction paragraph** for an expository writing with a presentation including steps, video, and a model introduction on the Empire State Building. Students will then write their introduction paragraph.

<https://app.edu.buncee.com/bunceeboard/7a98cb6061074f158f0a6d474ce7593b>

#### **Day 7**

Teacher will once again review the skill of paraphrasing. Teacher will model how to write the first body paragraph for the essay using the Empire State Building. Students will then be given time to write their first body paragraphs and continue on to the second body paragraph. Students will use the information on their index cards, plus transition words and phrases to write their paragraphs. Teacher will circulate to assist individual students whenever necessary.

#### **Day 8**

Students will be given time to complete writing their body paragraphs. Teacher will conference with each student individually to ensure they have complete and detailed paragraphs.

## Day 9

Teacher will review **how to write a conclusion paragraph** for an expository writing with a Buncee presentation including steps, video, and a model conclusion on the Empire State Building. Students will then write their own conclusion paragraph.

<https://app.edu.buncee.com/bunceeboard/7a98cb6061074f158f0a6d474ce7593b>

## Day 10

Students will type their essays in Microsoft Word. Students will print a copy and work with teacher to edit and revise the grammar, punctuation, capitalization, etc. Students will then return to the computer to revise their drafts.

## Day 11

Teacher will introduce students to the features of the Buncee App and Website. Teacher will create a **model presentation on the Empire State Building** while explaining the tools and capabilities of the program. Students will then begin to create their own Buncee according to set project requirements, included in the Buncee Assignment that was shared with each student. Students' Buncee Wonders of the World posters must include their name and title, essays, pictures, videos, and an "About the Author" section.

<https://app.edu.buncee.com/bunceeboard/7a98cb6061074f158f0a6d474ce7593b>

## Day 12

Students will work on creating their Buncee digital poster.

## Day 13

Students will write a brief "About the Author" paragraph explaining a little about themselves and why they chose the topic they did. Students will then record a video of themselves reading their paragraphs to include on the digital posters. (Not included in samples of student work uploaded due to district student privacy guidelines).

## Day 14

Teacher will demonstrate how to use EasyBib website to create a bibliography for sources used to complete the Buncee project and assist students in creating their own bibliography. Students will then copy and paste the bibliography onto a second slide within their individual Buncee projects. Students will complete any other section of their digital posters that still need to be completed, and "Share" completed Buncees with teacher. Teacher will then create a **Wonders of the World Buncee Board** with all students' projects.

<https://app.edu.buncee.com/bunceeboard/6e616d5bca4d4a8eb5cb87a0974616>

## Day 15

Students will go on a Digital Gallery Walk exploring their classmates Buncees from the ***Shared Wonders of the World Board***. Students will add comments to classmates Buncees and read comments on their own projects from their classmates.

### Method(s) of Assessment of Student Learning:

**Formative:** Observation, questioning, index cards, conferences

**Summative:** Essay, Digital Poster

**Student Groupings**       Whole Class    Small Group    Pair Work       Individual

### Materials:

- iPads, Computers, SmartBoard, Microphone, Headphones
- Nearpod Wonders of the World Overview Presentation
- Nearpod Wonders of the World Presentations (Variety of architectural, ancient, and natural landmarks)
- Project Description Presentation and Packets
- Teacher Model Presentation for Notetaking and Writing a Research Paper
- Index Cards and Mini Research Books

## Wonders of the World Buncee Links

### Project Overview

<https://app.edu.buncee.com/buncee/58172c47202343658d69affa2ab38c05>

### Writing an Introduction Presentation

<https://app.edu.buncee.com/buncee/78cdb6d767794ecab71096e497a44674>

### Writing a Conclusion Presentation

<https://app.edu.buncee.com/buncee/78cdb6d767794ecab71096e497a44674>

### Wonders of the World Digital Poster Requirements

<https://app.edu.buncee.com/buncee/2051d711e05a41f3bea787b09bb88358>

### The Empire State Building Example Project

<https://app.edu.buncee.com/buncee/483ae5f8c7df409ca67b03f8ba028849>

### Wonders of the World Shared Buncee Board

<https://app.edu.buncee.com/bunceeboard/6e616d5bca4d4a8eb5cb87a0974616>

# Wonders of the World Nearpod Links

## Project Overview

<https://share.nearpod.com/b5qVGsJxCM>

## Topics

<https://share.nearpod.com/e/zUPD2zLxCM>

## Consortium Software/Internet/Subscription sources:

- Nearpod
- Buncee
- Britannica Online
- BrainPop

## Other References/Resources:

- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- <http://www.ducksters.com/>
- <https://world.new7wonders.com/>
- Youtube
- Google Images

## Reflection:

This has been one of my favorite projects. Seeing my students delve into their research through Nearpod was very exciting. The students were extremely engaged, and took ownership of their individual projects. Nearpod allowed for a great deal of differentiation and scaffolding in the initial stages of the project. I also really enjoyed using Buncee with my students. This was the first time I used the website, and it was very user friendly. With just a quick overview of the tools, my students took pride in creating beautiful posters to display their hard work.

## **Kings Park CSD: “Why are Personal Narratives currently as well as historically significant?” by Liz Bellucci & Annita Buffa**

**Name(s) of Teacher(s):** Liz Bellucci and Annita Buffa

**District:** Kings Park School District

**School:** Kings Park High School

**Grade(s):** 9<sup>th</sup> and 10<sup>th</sup> English Classes

**English Proficiency Level(s):** Transitioning

**Lesson/Unit Title:** Why are Personal Narratives currently as well as historically significant?

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*Insert Content Area*)  Co-Teaching

*(One group/two teachers teaching same content. Multiple groups/two teachers monitoring and assessing. One group/ one lead teacher and one teacher teaching on purpose.)*

**Description of Prior Learning:**

Students have only written fact based essays and responses which prepare them for their common core exam. Students have familiarity with the subject of the Holocaust and Anne Frank through Social Studies class, movies and literature. While the phrase “personal narrative” is something that is useful for students to know, it is rare, that they have the opportunity to write one. The purpose of this lesson is to invite students to create a personal narrative that they may share with future generations. They will discuss its significance in reference to their own lives as well as historically.

**Standards Addressed:**

CCLS English Language Arts Standard(s):RI.9-10.1, W.9-10.3

BCCI NLAP –MAD/GLAD Linguistic Demands: RI.9-10.1, W.9-10.3

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

1.) Co- teaching model: One group, two teachers teaching same content.

Both teachers introduce lesson. “Personal narratives are important as they are a record of real life experience and help us learn about other people’s experiences. They can also help others learn about us.” “Today we are going to read and annotate several passages; one is a historical review of WWII and Nazi Germany and the other a personal narrative of Anne Frank’s.” Students will log onto Nearpod and answer multiple questions as an anticipatory set.

2.) Co-teaching model: Multiple groups, two teachers monitor and teach.

Teachers place students into groups, pairing weaker students with stronger ones. Students are instructed to work with their groups to create idea webs about Anne Frank and the HOLOCAUST. Teachers circulate. Students choose a representative from their group to share answers on the idea webs, written on the board. Each teacher goes over one of the webs.

3.) Co-teaching model: Multiple groups, two teachers monitor and teach.

Staying in their small groups, students read the two passages together, each student annotating their own passage. Spanish translations are provided to students that need them. The passages are embedded in the Near Pod lesson as well as a tour of Anne Frank's hideout and her grave. These can be explored in small group. As a group students discuss: Important aspects of WWII passage and why Anne Frank's personal narrative is significant. Students choose a representative to share out.

4.) Co-teaching model: One lead teacher and one teacher teaching on purpose

One teacher hands out journals and explains that these will be for students own personal narratives. Once a month they will be completed. Students are encouraged to decorate/personalize them. The other teacher will hand out the personal narrative rubric and explain that the students will be assessing themselves. For the first topic students will be writing about something they want people to understand about them. Subsequent topics will either be choice or assigned based on current events.

5.) Closure: Students will fill out an exit ticket: Why are personal narratives historically significant? Why is it important to share your story and experiences with others?

**Method(s) of Assessment of Student Learning:**

Formative: How did students respond to the entrance ticket? Both teachers will circulate to observe the annotation process. Are students annotating? How many annotation strategies is each student employing? Are they answering the questions that accompany each passage?

Summative: Both teachers will examine answers to the following questions. How did students respond to the exit ticket question? Did they complete their journal? What did they write about? How did they evaluate their writing using the Personal Narrative Rubric?

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:**

I-pads

Entrance and exit tickets

Two passages and questions

Highlighters

Journal

Personal Narrative Rubric

**Consortium Software/Internet/Subscription sources:**

Near Pod

**Other References/Resources:**

The Diary of Anne Frank

**Reflection:**

Upon reflection, this lesson would be better split into two lessons depending on the prior knowledge and ability of the class as a whole. More time delving into WWII/Holocaust and Anne Frank would benefit students that are unfamiliar. Assigning the journal only once a month allows for minimal interruption to the curriculum. This also keeps the interest high.

## Kings Park CSD: “Citing Evidence” by Mina Laucella

**Name(s) of Teacher(s):** Mina Laucella

**District:** Kings Park

**School:** William T. Rogers Middle School

**Grade(s):** 6<sup>th</sup> grade ELA class

**English Proficiency Level(s):** Transitioning

**Lesson/Unit Title:** Citing Evidence

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class  Co-Teaching (Team teaching model)

**Description of Prior Learning:**

Prior to this lesson, the class was reading a historical fiction novel, Number The Stars, by Lois Lowry which is about the escape of a Jewish family from Denmark during World War II. The ELA content area teacher and I were preparing the students for essay writing and we needed to introduce how to properly cite after finding evidence for a specific question/topic. The students are seated in quads (groups of 4 desks) and have worked cooperatively within their groups on a regular basis (groups are switched on a quarterly basis). My ENL students are in separate groups.

**Standards Addressed:**

CCLS English Language Arts Standards:

W.6.1.A, W.6.1.E, RI.6.1

BCCI NLAP –MAD/GLAD Linguistic Demands:

RL.6.1, RL.6-8.10

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Bellwork – students complete a hidden pictures handout and a “Recycle” article to practice how to *closely* find specific words/pictures. (*reviewed by ENL teacher*).

Anticipatory Set – Tell students “when we are answering text based response questions, we need to lift the text.” Ask “What is it called? What is Citing? Why is it necessary?” (*facilitated by content teacher*)

Nearpod Presentation (*facilitated by ENL teacher*): Explanation of the “Rules of Citing” using a previously read short story “Eleven”. In the presentation, we discuss the 3 different quotation



rules (double quotation marks, single quotation marks and the ellipsis marks), explaining when to use them, their purpose and an example from the short story that was read earlier in the school year. In the Nearpod presentation, polls were inserted and there an open-ended final question was included at the end.

Modeled Activity (*facilitated by both ENL and content area teacher*): Working together as a class, the students will find textual evidence on the chart that resembled the one on the Nearpod presentation. Students will raise their hand when they have a response to prompted questions seeking specific text evidence using their novel Number the Stars.

Cooperative Group Work (*both ENL and content area teacher will walk around room to help guide students*): Students will work in their groups and rewrite their textual evidence using the correct Citing Rules.

Review (*facilitated by ENL and content area teacher*): The students' responses will be reviewed and written on Smartboard.

Closure: Students will complete an Exit Card "Something I Learned Today". They can write something new they learned or a question that they still have.

#### **Method(s) of Assessment of Student Learning:**

Formative: informal immediate feedback (via observation, conversations, open-ended questions, Nearpod polls, peer check, etc. ) to both teachers during all activities (from bellwork to cooperative group work)

Summative: Completion and review of their charts using the novel. Students will then apply their newly acquired knowledge of citing text evidence when writing their essays, which will be graded.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** computer, Hidden Pictures activity, "Recycle" article, Nearpod presentation, Number the Stars novel, handouts/charts.

**Consortium Software/Internet/Subscription sources:** Nearpod

**Other References/Resources:** Short story "Eleven" by Sandra Cisneros, Number the Stars by Lois Lowry

#### **Reflection:**

The students were actively engaged throughout the lesson. The concept of citing is usually introduced to the students in 7<sup>th</sup> grade, but we both felt that the class could handle this concept and they would be better prepared for essay writing for the future. We only introduced the three ways to quote the evidence and would teach the citations in a different lesson.

## Manhasset UFSD: “The Great Gatsby” by Margarita Leonard

**Name(s) of Teacher(s):** Margarita Leonard

**District:** Manhasset

**School:** Secondary School

**Grade(s):** 11

**English Proficiency Level(s):** Expanding

**Lesson/Unit Title:** The Great Gatsby

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class (*English*)  Co-Teaching (*Team teaching*)

**Description of Prior Learning:** Students were given anticipatory guides and their background knowledge was tested on the themes of the roaring twenties and adultery before reading *The Great Gatsby*.

**Standards Addressed:**

**CCLS English Language Arts Standard(s): (required):** RI.11-12.1, RI.11-12.2

**BCCI NLAP –MAD/GLAD Linguistic Demands: (required):** Anchor Standard (RL.11)

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

1. English teacher asks prior knowledge questions about the Roaring Twenties and Adultery prior to reading two articles as a foundation when introducing *The Great Gatsby*.
2. ENL teacher hands out and introduces the articles from commonlit.org on “The Roaring Twenties” and “Is There a Cheater’s High?”  
[https://www.commonlit.org/texts?query=gatsby&sort\\_by=relevant&lexile\\_min=&lexile\\_max=&level%5B%5D=9th-10th+grade](https://www.commonlit.org/texts?query=gatsby&sort_by=relevant&lexile_min=&lexile_max=&level%5B%5D=9th-10th+grade)
3. ENL teacher models guided reading with the class and annotates with students important information from the articles. ENL teacher also asks for student participation reading articles aloud in class. Students then follow teacher modeling and annotate important information from articles verbally.
4. English teacher walks around to monitor student participation and answer specific questions. English teacher also models reading and annotating.

5. Students complete discussion questions for homework or if time allows, at the end of the lesson.

**Method(s) of Assessment of Student Learning:**

Formative: Reading comprehension multiple choice and short answer responses

Summative: Evidence based discussion questions that were completed for homework using proper citations/evidence from the articles.

**Student Groupings:** X Whole Class  Small Group  Pair Work X Individual

**Materials:**

Pdf printouts of Commonlit.org articles “The Roaring Twenties” and “Is There a Cheater’s High?”

**Consortium Software/Internet/Subscription sources:** Commonlit.org

[https://www.commonlit.org/texts?query=gatsby&sort\\_by=relevant&lexile\\_min=&lexile\\_max=&level%5B%5D=9th-10th+grade](https://www.commonlit.org/texts?query=gatsby&sort_by=relevant&lexile_min=&lexile_max=&level%5B%5D=9th-10th+grade)

**Other References/Resources:**

**Reflection:**

Students were actively engaged in the lesson and were able to answer all the discussion questions by utilizing evidence from the text in their responses. Since the class meets every other day, students had two days to elaborate on their discussion question responses and check their quality of work for proper citations. Students also included additional annotations to the text to demonstrate a deeper level of comprehension of and engagement with the text.

## North Shore UFSD: “Writing an Editorial” by Amanda Haleiko

**Name of Teacher:** Amanda Haleiko

**District:** North Shore Central School District

**School:** North Shore Middle School

**Grade:** 8

**English Proficiency Level(s):** Emerging

**Lesson/Unit Title:** Writing an Editorial

**Program Type:**

Stand-Alone ENL Class Integrated ENL Class (ELA) ICo-Teaching (parallel)

**Description of Prior Learning:** In previous lessons, the students chose and researched a topic. This student previously read two articles on the topic, annotated the articles, recorded notes in graphic organizers and focused on target vocabulary words.

**Standards Addressed:**

**CCLS ELA Standards** (required): W.8.1.B, W.8.2.B

**BCCI Linguistic Demands:**

- Use precise vocabulary (Tier 2: uncertain, illegally, relate Tier 3: undocumented immigrant)
- Identify facts, definitions, quotations, examples and details related to the topic.
- Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow.

**Next Gen Standards:** 8W2, 8W1e

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

1. Student will organize resources from previous lessons to reference during the writing process.
2. Student will access the Nearpod lesson.
3. Student will review the meaning of “Editorial” as a type of writing that combines both fact and opinion.
4. Student will review articles, graphic organizers and notes to highlight one or two important facts about DACA. Student will record the facts on a graphic organizer that visually reinforces the concept of citing sources.

5. Student will verbally articulate her opinion of the topic with support from notes and teacher generated questions. Student will record brief notes on the graphic organizer.
6. Student will review key vocabulary terms studied within this unit.
7. Teacher will review the elements and purpose of the beginning portion of an editorial and make a connection to previous learning. Teacher and student will read the model text.
8. Student will be given a few minutes to independently write on the graphic organizer. Teacher will provide support and reinforcement as needed.
9. Teacher will repeat this process for the remaining sections.
10. Teacher will check for understanding and clarify expectations for the complete written assignment. Student should understand the sequence of writing an editorial.
11. Students will participate in whole class reflection and share out.

**Method(s) of Assessment of Student Learning:**

**Formative:** Teacher will verbally check for understanding throughout the lesson, check student writing on graphic organizers.

**Summative:** Assess student learning through completed writing assignment submitted the following day.

**Student Groupings:** Whole Class Small Group Pair Work Individual

**Materials:**

Nearpod File <https://share.nearpod.com/pJGAHiNqrl>

Graphic Organizers

**Consortium Software/Subscription sources:** Nearpod File <https://share.nearpod.com/pJGAHiNqrl>

**Reflection:**

Nearpod allowed me to modify the lesson presented to the class by the content area teacher in order to meet the needs of an Emerging ELL.

- model text was simplified
- graphic organizers were provided
- sequencing of writing was explicitly taught

I was able to provide additional support as the student worked independently outside of class by providing a student paced code for the lesson.

## North Shore UFSD: “Research Paper/Writing Arguments” by Julia Soare

**Name(s) of Teacher(s):** Julia Soare

**District:** North Shore Central Schools

**School:** North Shore High School

**Grade(s):** 9-10

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

**Lesson/Unit Title:** Research Paper – Argument Writing

**Program Type:** Integrated ENL/ELA

**Description of Prior Learning:** Students chose their own research topics and found articles on newsela.com and ProQuest. They read, annotated, and took notes on their articles and developed their own research questions. They were taught what the format of the research paper would be (six paragraph Regents-style argumentative), and how to turn their research question into a thesis statement.

**Standards Addressed:**

**CCLS ELA Standards (required):** W.9-10.1.A, SL.9-10.1

**BCCI Linguistic Demands (required):**

Use introductory nouns and verbs related to a topic to establish a beginning.

**Next Gen Standards (required):**

9-10W1, 9-10W1a, 9-10SL1

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

**Part 1.**

Teacher explains that parts of an argument.

Teacher gives students a sample argument.

Students divide the argument into parts and label each part (on Nearpod)

Teacher selects examples from student work to discuss with class.

Teacher asks students if they agree with the way the example was divided and why.

Students explain their thinking in class discussion.

Emerging and transitioning students were given the argument in Spanish to help them understand the English.

## **Part 2.**

Teacher explains the concept and components of a counterargument. Teacher directs students to list of transitions in handout.

Students write a transition and a claim that could be used in a counterargument to the paragraph example in Part 1. They post their responses to Nearpod Collaborate page. Students “like” each other’s examples and discuss what counterclaims are the strongest in class discussion.

Emerging and transitioning students were given the transitions in Spanish to help them construct their claims.

Emerging student was given a phrase bank in English to help construct a claim.

### **Method(s) of Assessment of Student Learning:**

**Formative:** Nearpod activities; discussion

**Student Groupings:** Individual and whole class

### **Materials:**

Nearpod presentation <https://share.nearpod.com/4wCnsnYoCM>

iPads

Smartboard

### **Consortium Software/Internet/Subscription sources:**

<https://share.nearpod.com/4wCnsnYoCM>

### **Reflection:**

Students were able to divide the paragraph into parts and discuss the parts. They were also able to create counterclaims with transitions. However, this was more difficult for them than I had anticipated. It would have been helpful to include more sample arguments/counterarguments in writing instead of just giving verbal examples.

## Oyster Bay-East Norwich SD: “The Digestive System” by Fanny Diaz & Stephen Acquaro

**Name(s) of Teacher(s):** Fanny Diaz/Stephen Acquaro

**District:** Oyster Bay East Norwich

**School:** Oyster Bay High School

**Grade(s):** 7th

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

**Lesson/Unit Title:** The Digestive System

**Program Type:**

Co-Teaching (*Alternative Teaching*)

**Description of Prior Learning:**

The teacher will ask students what they know about digestion and how the digestive system is connected with the respiratory system and the circulatory system. The entering and emerging students are allowed to provide answers in Spanish (as per Bilingual Common Core Initiative).

What do you know about the process of digestion? What organs (body parts) are involved in this process? Which parts of the digestive system takes care of digestion? Where does digestion start? Where do the nutrients go? What is diffusion and where does it take place in the process of digestion?

**Standards Addressed:**

**CCLS English Language Arts Standard(s):** RI.7.1, RI.7.2, RI.7.4, SL.7.1, L.7.1

**BCCI NLAP –MAD/GLAD Linguistic Demands:** RI.7.1, RI.7.3, RI.7.4, SL.7.1

**Next Generation Science Learning Standards:** MS-LS1-3, MS-LS1-7

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

1. Students will complete the Do Now: What are the three types of muscles in the human body? KWL Chart.
2. Students will get their iPads and go to the Nearpod application. They will enter the code HGBXL to access the lesson “Body Systems: Digestion”
3. They will answer the question: “When you hear the word *digestive*, what do you think of?”
4. The students will review/practice vocabulary related to the digestive system.



5. Students will look at the model of the digestive system and discuss the organs they recognize, as well as some of the functions of the digestive system.
6. Students will watch a short BrainPop video about digestion and discuss their observations (turn and talk).
7. Students will read "Fact Monster: The Digestive System" and highlight key vocabulary words (with their stylus pens) from the text. As they read, students will annotate the text's key details and find the main idea of the passage (How does the digestive system work?).
8. Students will discuss the text with their classmates.
9. Students will review the conjugation of regular verbs in the present and past tense.
10. With their partners, students will complete a fill in the blanks activity to assess their vocabulary acquisition and understanding of the functions of the digestive system.
11. Students will share their answers with the class.
12. Summarizer: Students will complete the exit ticket on the board. For this activity, the students will create two higher order-thinking questions related to the digestive system and its functions on the KWL chart.

**Method(s) of Assessment of Student Learning:**

Formative: The teachers will check for understanding throughout the polls, open ended questions and Draw it activities.

Summative: Test about the Digestive System

**Student Groupings:** Whole Class Small Group Pair Work Individual

**Materials:**

Smart Board, notebook, index cards, reading material, model of digestive system, color paper (partner activity), glossary.

**Consortium Software/Internet/Subscription sources:**

Nearpod, iPads, BrainPop

**Other References/Resources:**

**Reflection:** Students had the opportunity to share their learning in different ways thanks to Nearpod. They were engaged in the lesson and enjoyed using the iPads for this activity. The students felt included in the lesson and their individual needs were met.

**Link:**

<https://share.nearpod.com/hVGyCPfsxM>

# Oyster Bay-East Norwich SD: “Women’s History Project” by Sara Duque-Cuniglio

**Sara Duque-Cuniglio**

**Oyster Bay – East Norwich**

**Oyster Bay High School**

**Grades 9 and 10**

**English Proficiency Levels:** Entering, Emerging, Transitioning, and Expanding

**Unit Title:** Women’s History

**Program Type:**

X Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching

**Description of Prior Learning:** Various women were covered throughout our previous units, such as Sojourner Truth, Harriet Tubman, and Jane Goodall. Students also had a lesson watching several different short stories/films for International Women’s Day on google. They had they chance to see diverse styles of expressing stories honoring women.

**Standards Addressed:**

**CCLS ELA Standards:** W.9-10.6

**BCCI Linguistic Demands:** W.9-10.3

**Next Gen Standards:** Standard 6

**Procedure (What the Teacher Does & What the Students Do):**

1. The Project sheet is handed out.
2. Students read the guidelines and instructions aloud, taking turns.
3. Students ask questions, to clarify any steps.
4. Teacher presents the previously seen short stories/films from Google’s International Women’s Day, to remind students about the very many styles of expression they can choose.
5. Teacher pulls up the Book Creator app, along with a sample she has created (on which some important requirements are missing, as an example).
6. Students review the Final Project checklist with the sample, to see what might be missing.

7. Students are left to “play around with” and familiarize themselves with the Book Creator app on the iPads.
8. The following day, students will begin to fill out the draft questionnaire, as they had already been asked to brainstorm the woman they would be choosing for the project.
9. Students will have two days in class to complete their draft and begin the project, before they hand in their draft.
10. Students then begin to collect data, pictures, etc.
11. Once the teacher returns their draft with corrections and suggestions, students edit the draft, typically add more details, and return to the teacher.
12. As students work on their projects for another 3-4 days, the teacher is available to provide suggestions, focus students’ stories, correct sentence structure and grammar, and remind them of all of the capabilities offered by the Book Creator app.
13. On the final day, students come up to the teacher’s desk as they finish, so that the teacher can log on to her Google Drive and send/hand it (in) that way, as well as an ePub to her email, in case she needs to edit anything.

**Method of Assessment of Student Learning:**

**Formative:** As students work on their projects, the teacher is reminding them to use the checklist, and checking grammar, as well as that a creative and unique element is intertwined in the story.

**Summative:** Students are given their grading rubric at the start of the project, and are graded based on that rubric.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** Project packet, draft, rubric, iPads with Book Creator app, and notebook with data, plot, ideas, and/or drawings.

**Consortium Software/Internet/Subscription sources:** Book Creator app and iPads

**Other References/Resources:**

**Reflection:** The app is very easy-to-use. Students were the most engaged than they have been on an in-class project all year. I feel this could also have been due to the topic. Many chose influential women in their lives. They enjoyed seeing their final project, and I very much enjoyed seeing what they were able to produce on the Book Creator app!

## Oyster Bay-East Norwich SD: “Parts of the compound microscope” by Ed Herrera & Jillian Sanborn

**Name(s) of Teacher(s):** Ed Herrera/ Jillian Sanborn

**District:** Oyster Bay East Norwich

**School:** Oyster Bay High School

**Grade(s):** 10th

**English Proficiency Level(s):** Entering, Emerging, Transitioning.

**Lesson/Unit Title:** Parts of the compound microscope

**Program Type:**

Co-Teaching (*Insert co-teaching model*)

**Description of Prior Learning:** Students were shown and taught the different parts and functions of a compound microscope

**Standards Addressed:**

CCLS English Language Arts Standard(s): **CCSS.ELA L.9-10.4.C, L.9-10.4D, SL.9-10.2**

BCCI NLAP –MAD/GLAD Linguistic Demands: **RI.7.1, RI. 7.3, RI. 4.3**

CCLS Mathematics Standard(s): (if applicable)

CCLS Social Studies Standard(s): (if applicable)

CCLS Science Standard(s): **RST.9-10.3, RST.9-10.4**

*If applicable, include Next Generation Learning Standards*

*NGSS HS-PS1-2(HS-LS1-5)*

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

Mrs. Sanborn and I introduced the required vocabulary for the parts of the microscope and its functions. We then had students take part in a nearpod “Using a microscope”

**Method(s) of Assessment of Student Learning:**

Formative: we were able to monitor student work with the nearpod app

Summative: Quiz on the parts and function of the compound microscope

**Student Groupings:**  Whole Class

**Materials:** iPads, microscope, handouts, smartboard

**Consortium Software/Internet/Subscription sources:** nearpod

**Other References/Resources:**

**Reflection:**

<https://share.nearpod.com/hvPKiu3ppM>

The lesson went well. There were a few minor issues getting students on Nearpod, but I think it was probably our system. The students really enjoy the independence of doing their own work with the app.

## Rockville Centre UFSD: “Martin Luther King, Jr.” by Angela Tarquinio & Jean Mann

**Name(s) of Teacher(s):** Angela Tarquinio/Jean Mann (ELA co-teacher)

**District:** Rockville Centre

**School:** South Side High School

**Grade(s):** 9-12

**English Proficiency Level(s):** 3 emerging, 2 Transitioning and 1 expanding

**Lesson/Unit Title:** Martin Luther King, Jr.

**Program Type:**

X-Integrated ENL Class (ELA) X-Co-Teaching (One teach, one assist)

**Description of Prior Learning:**

Students have been reading OF MICE AND MEN. The character, Crooks, is an African American who has to sleep in the barn because he is segregated from the white migrants.

**Standards Addressed:**

CCLS English Language Arts Standard(s): CCS: RI.9-10.2, SL.9-10.1

BCCI NLAP –MAD/GLAD Linguistic Demands:

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (two central ideas can be exemplified by related words, e.g., segregation/equal rights/activist).

Use words and phrases to contribute to conversations (e.g., I want to add; I think that).

- Use question forms to elicit exchanges from peers or adults (e.g., If you had experienced all of the hardships that Martin Luther King, Jr. had, would you be able to respond in a peaceful way?)

- Use words and phrases that express an opinion (e.g., No, I don't know, yes, no answer).

- Use words and phrases to review key ideas (e.g., To summarize, the critical issues raised were equal rights, segregation, violence, peace).

- Use sentence structures that facilitate drawing conclusions based on the discussions (e.g., Before I thought but now I think; This makes me realize that).

- Use words and phrases to make new connections based on evidence and reasoning (e.g., With a partner, create a drawing that represents the way in which you see Martin Luther King, Jr. reacting to the violence around him? What would he be doing?).

CCLS Social Studies Standard(s): RH.9-10.2, RH.9-10.4

*Next Generation Learning Standards: 9-10R3, 9-10SL1*

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

The ENL teacher introduced the Nearpod app to the class and made sure that everyone was able to sign into the app. After logging into the lesson ("Holiday Spotlight: Martin Luther King, Jr."-<https://share.nearpod.com/vsph/wZWlf0rbSI>), students will be able to see a virtual reality field trip of the Martin Luther King, Jr.'s memorial located in Washington, D.C. The ENL teacher facilitated the lesson. The teacher explained to the students that today's lesson will be an overview into the life and works of one of America's great Civil Rights activist. Martin Luther King, Jr. The teacher asked the students: What does it mean to be an *activist*? What are *Civil Rights*? The teacher created a web and ask students what they know about Martin Luther King, Jr. Vocabulary: *activists, Civil Rights, holiday, segregation.*

The ELA teacher walked around the room and visited with students individually to check for understanding of the material.

### **Method(s) of Assessment of Student Learning:**

Formative: After the virtual reality field trip of the Martin Luther King, Jr.'s memorial located in Washington, D.C. Students will be shown several slides about holidays. There will be questions on each slide with an image. Students will write down their definition of a holiday on the iPad. Students will then view several slides that will discuss Martin Luther King, Jr. Day, the history of MLK, Jr., and segregation. Students will be able to view and listen to a 2-minute clip of Martin Luther King, Jr. giving his speech "I Have a Dream."

Summative: How did MLK, Jr. fight violence? With peace...

With a partner, create a drawing that represents the way in which you see Martin Luther King, Jr. reacting to the violence around him? What would he be doing?

MLK Jr.'s response when faced with social injustice and violence...

"I refuse to accept the view that mankind is so tragically bound to the **starless midnight of racism and war** that the **bright daybreak of peace and brotherhood can never become a reality**... I believe that unarmed truth and unconditional love will have the final word."

In your own words, explain what Martin Luther King, Jr. refuses to accept.

What does MLK, Jr. believe will end the injustice and violence?

**Darkness cannot drive out  
darkness; only light can do that.  
Hate cannot drive out hate;  
only love can do that.**  
**Dr. Martin Luther King Jr.**

What is the recurring theme in Martin Luther King Jr.'s words?

**Student Groupings:**  Whole Class  Pair Work

**Materials:** Nearpod app - Lesson: "Holiday Spotlight: Martin Luther King, Jr." iPad, handouts, Smartboard

**Consortium Software/Internet/Subscription sources:** iPads, computer, Nearpod lesson:

<https://share.nearpod.com/vsph/wZWlf0rbSI>

**Other References/Resources:** Book: "OF MICE AND MEN" by John Steinbeck

**Reflection:**

I had presented this lesson two days prior to it being taught to the co-teaching class. I wanted to give my ELL's a chance to feel successful and to be a part of that learning environment. Most days, they feel lost and frustrated because they are behind in understanding the material that is being presented. There are 3 emerging students, 2 Transitioning and 1 expanding student in that class.

1/12/18

Today I presented the Martin Luther King, Jr. lesson from the Nearpod app (<https://share.nearpod.com/vsph/wZWlf0rbSI>) to my co-teaching class. Everyone was engaged! My ELL's were also engaged and participated in the lesson. The students were also able to make connections with the book they are reading in class called Of Mice and Men by John Steinbeck. Many pointed out that the character Crooks was segregated and didn't have equal rights. All students walked away understanding why we have the day off on January 15. They understand that it is a day of remembrance. They also have a better understanding of what civil rights means. In the beginning of the lesson, no one knew the meaning of the term, but they had heard it.



## Sag Harbor UFSD: “Types of Sentences” by Tara O’Malley & Yanina Cuesta

**Name(s) of Teacher(s):** Tara O’Malley & Yanina Cuesta

**District:** Sag Harbor School District

**School:** Pierson

**Grade(s):** 10-12

**English Proficiency Level(s):** Emerging & Transitioning

**Lesson/Unit Title:** Types of Sentences

**Program Type:**

**Stand-Alone ENL Class**  Integrated ENL Class (*Insert Content Area*)  Co-Teaching (*Insert co-teaching model*)

**Description of Prior Learning:**

Prior to this lesson students have practiced identifying complete and incomplete sentences including the subjects and predicates of a sentence. This lesson will aid in their understanding of writing complete sentences as well as identifying what type of sentences are being spoken or written.

**Background:** This class consists of a diverse group of students with various learning levels including students with interrupted educations. Student instruction is differentiated to meet the needs of each student.

**Rationale:** The purpose of this lesson is to familiarize students with the four types of sentences and understand the unique aspects of declarative, imperative, interrogative and exclamatory sentences. Throughout the lesson SWRL will be present. Students will speak by sharing out sentences and discussion, write their own sentences, read different types of sentences and listen to how sentences are spoken. Students will be able to take what they learn from this lesson, to speak and write more comprehensively.

**Standards Addressed:**

CCLS English Language Arts Standards:

L.11-12.1 , L.11-12.2 , W.11-12.4

BCCI NLAP –MAD/GLAD Linguistic Demands: Writing Anchor - Standard 4

*If applicable, include Next Generation Learning Standards*

## **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*(For a co-teaching lesson, include the roles of each co-teacher.)*

### Opening/Engagement

1. Students will complete a DO NOW to activate prior knowledge “What makes a complete sentence?”
2. Student volunteers will share out a few sentences from the DO NOW and explain why or why not the sentence is complete or not.
3. Teacher will explain to students that the meaning of a sentence when spoken (tone) or written states something.

### Whole group/Small group

4. Teacher will introduce the four different types of sentences with examples and write them on the board. (declarative, imperative, interrogative, exclamatory)
5. The teacher will then explain to the students that they will get into pairs and listen to multiple sentences. In pairs they will discuss whether the sentence is declarative, imperative, interrogative, or exclamatory. They will hold up the correct word.

### Closure

6. Students will use an interactive game (quizalize) on their chromebooks to assess their understanding of identifying types of sentences independently.

## **Method(s) of Assessment of Student Learning:**

Formative: Students will be assessed with questions during whole group instruction, during paired activity as well as homework. Lastly, they will use quizalize- an online quiz program to be assessed independently.

Summative: Students will have a Types of Sentences test at the end of the unit.

**Student Groupings: ✓ Whole Class ✓ Small Group ✓ Pair Work ✓ Individual**

*(Choose all that apply) ALL APPLY*

## **Materials:**

- Do Now sheet
- Pencil
- Vocabulary cards
- Quizalize interactive game assessment
- Chromebooks
- Homework sheet

**Consortium Software/Internet/Subscription sources:**

- Quizalize online program (free)
- Could be uploaded to nearpod

**Other References/Resources:**

**Reflection:** The lesson went well but next time we hope to provide more scaffolding for the lower level students.

Name \_\_\_\_\_

## Four Types of Sentences

Type of Sentence	Definition	Punctuation	Sentence Example

Name \_\_\_\_\_

DO NOW

Date \_\_\_\_\_

What does a sentence need to be complete?  
spelling!\*

\*Do not worry about

- 
- 
- 
- 

**DIRECTIONS:** Determine which sentences are **complete** and which sentences are **incomplete**.

- Write **complete** or **incomplete** on the first line.
- If **incomplete**, write the sentence correctly on the next line.
- **THINK:** What is the sentence missing?

1. i am tall

\_\_\_\_\_

2. The play soccer.

\_\_\_\_\_

3. We went ice skating on the lake.

\_\_\_\_\_

Declarative (.)

Imperative (.)

Interrogative (?)

Exclamatory (!)

Name \_\_\_\_\_

Homework

Date \_\_\_\_\_

**Write your own complete sentences using the four types of sentences we learned today.**

1. Declarative: \_\_\_\_\_  
\_\_\_\_\_

2. Interrogative: \_\_\_\_\_  
\_\_\_\_\_

3. Imperative: \_\_\_\_\_  
\_\_\_\_\_

4. Exclamatory: \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Period 8  
Homework 2

Types of Sentences

**Directions:** Read each sentence and add the correct punctuation mark(s). Then, write *declarative, interrogative, or imperative or exclamatory*.

1. Are you feeling well today \_\_\_\_\_
2. Jorge made homemade cookies \_\_\_\_\_
3. Hooray \_\_\_\_\_ Jimmy's team won \_\_\_\_\_
4. When is your birthday \_\_\_\_\_
5. Pass me a pencil \_\_\_\_\_
6. The beach is beautiful in the summer \_\_\_\_\_
7. What time does class start \_\_\_\_\_
8. Go clean your room \_\_\_\_\_
9. The flowers are beautiful \_\_\_\_\_
10. Help me \_\_\_\_\_

**Directions:** Write your own four types of sentences- declarative, imperative, exclamatory, interrogative.

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

**\*Bonus\*** Write what you **need** for a sentence to be complete.

- 
- 
- 
-



Name \_\_\_\_\_

Date \_\_\_\_\_

Period 8

Types of Sentences Test

**Directions:** Match the word with the correct definition.

- |                        |  |
|------------------------|--|
| _____ 1. Imperative    | a. Gives a command to tell someone to do something |
| _____ 2. Exclamatory   | b. Shows excitement or emotion                     |
| _____ 3. Declarative   | c. A statement                                     |
| _____ 4. Interrogative | d. Asks a question                                 |

**Directions:** Write the punctuation mark that correctly goes with the type of sentence.

5. Interrogative \_\_\_\_\_
6. Exclamatory \_\_\_\_\_
7. Declarative \_\_\_\_\_
8. Imperative \_\_\_\_\_

**Directions:** Read each sentence and add the correct punctuation mark(s). Then, write *declarative, interrogative, or imperative or exclamatory*.

9. Jorge made homemade cookies \_\_\_\_\_
10. Hooray \_\_\_\_\_ Jimmy's team won \_\_\_\_\_
11. When is your birthday \_\_\_\_\_
12. Pass me a pencil \_\_\_\_\_
13. The beach is beautiful in the summer \_\_\_\_\_

**Directions:** Write a complete sentence for each of the four types of sentences.

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**Listening:**

**Directions:** Listen to the sentence and write if it is declarative, imperative, interrogative or exclamatory.

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

## Sayville UFSD: “*Elements of a Story*” by Alexis Papalia & Maria Sheltz

**Alexis Papalia and Maria Sheltz**

**Sayville Schools**

**Grades - 4th grade through high school**

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

**Lesson:** Elements of a Story

**Program Type:**  Stand-Alone ENL Class

**Description of Prior Learning:** In thinking about story elements and how it creates the backdrop to stories, students will create a storyboard that brings these elements to life. Having a clear understanding of these elements will assist students in creating exciting visuals to aid in making greater connections with these stories, future reads, and the world around them.

### **Standards Addressed:**

CCLS English Language Arts Standards: RL.4.3, RL.5.3

BCCI NLAP –MAD/GLAD Linguistic Demands:

- Use nouns and associated pronouns to identify the characters in a story
- Identify/use the subject in a story
- Identify/use adjectives that describe the character’s feelings and thoughts
- Use sequencing words and phrases to describe the sequence of events
- Use words/phrases to compare/contrast characters
- Identify words and phrases that signal an outcome or result

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

The teacher will choose a literary element of focus. Students will then watch a BrainPop video about the story element. Next, the teacher will create a storyboard tailored to the lesson objective. Using a previously read book, the teacher will present this sample to students. The students will then create their own storyboard using the current book. Students will print their final product and share it with their peers.

### **Method(s) of Assessment of Student Learning:**

Formative: informal observation of skills being observed during group discussion

Summative: creation of a storyboard depicting the elements of the story

**Student Groupings:**  Small Group

**Materials:**

- Desktop/Laptop
- Printer
- Novel students are reading

**Consortium Software/Internet/Subscription sources:**

BrainpopJr. -Story Elements Videos: Characters, Settings, Plot; HP or Epson Printer

**Other References/Resources:** <http://www.storyboardthat.com/>

**Reflection:** This lesson can be applied to any book, in any grade level. Having a clear understanding of story elements and how each applies to a story is what is essential with this topic. The website, [storyboardthat.com](http://www.storyboardthat.com/), allows teachers to tailor learning objectives to meet grade level expectations.

Example:

Characters	Setting	Conflict	Resolution
The main character of the story is _____ She/He is _____ (adjectives to describe the character)	The setting of the story is _____.	The conflict of the story is _____.	The solution to the story is _____.

Create your own at [Storyboard That](http://www.storyboardthat.com/)

## Shoreham-Wading River CSD: “Kindness” by Tricia McCabe

**Name of Teacher:** Tricia McCabe

**District:** Shoreham Wading River Central School District

**School:** Prodehl Middle School

**Grade(s):** 6, 7, 8

**English Proficiency Level(s):** Entering, Transitional and Expanding

**Lesson/Unit Title:** Showing Kindness

**Program Type:**  Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)   
Co-Teaching (Insert co-teaching model)

### **Description of Prior Learning:**

*T- starts with brainstorming words about what kindness means to them.*

*S- come to the board and write a word that they have written. Discuss the words, then show a video about kindness. The movie clips are short and they will enter more words on the board. (Building background and evaluating prior knowledge)*

### **Standards Addressed:**

CCLS/BCCI NLAP –MAD/GLAD Linguistic Demands: (required) **Grade 6 (SL.6.1) ,Grade 7 (SL.7.1), Grade 8 (SL.8.1), Grade 6 (W.6.3), Grade 7 (W.7.3), Grade 8 (W.8.3)**

### **Procedure (What the Teacher(s) Does/Do & What the Students Do):**

*T- will prompt more discussion after reviewing the words- using translated words into L1. Pointing to the **Class Objective** and reading it: “SWBAT create a written response about a time that someone showed them kindness”.*

*S- Using the vocabulary words and with a partner, S will discuss different ideas. Breaking off for the independent work, S will write about times that kindness was shown towards them as well as when they have been thoughtful or considerate of others. They should find at least one situation that reflects them receiving/ giving kindness, using sequence words as well as descriptive details. After they have written about their ideas, S will share them out with their partner. S - will now use the ideas to create a book in Book Creator. T- will review how to utilize the program, inserting pictures, entering the information and setting up the pages. S - then insert pictures that we have chosen or they have taken to demonstrate the understanding of the concept that through kindness to others we receive it back. S- will present the completed book to their partner.*

**Method(s) of Assessment of Student Learning:**

Formative: Throughout the activities T will check for comprehension and discuss with S individually and as a group to see how they are progressing. There is a timeline for each day (it is 3-4 day activity) and this will serve as a measure for the S to meet on a daily basis.

Summative: The students will utilize a Rubric to guide their completion of the project.

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:**

Kindness Videos [https://www.youtube.com/watch?v=nwAYpLVyeFU&list=PL9UnFY7K92Rp-TKpJYhP\\_D2jlsAD6Omqv](https://www.youtube.com/watch?v=nwAYpLVyeFU&list=PL9UnFY7K92Rp-TKpJYhP_D2jlsAD6Omqv)

[https://www.youtube.com/watch?v=DtCxiMdE5dM&list=PL9UnFY7K92Rp-TKpJYhP\\_D2jlsAD6Omqv&index=3](https://www.youtube.com/watch?v=DtCxiMdE5dM&list=PL9UnFY7K92Rp-TKpJYhP_D2jlsAD6Omqv&index=3)

[https://www.youtube.com/watch?v=DtCxiMdE5dM&list=PL9UnFY7K92Rp-TKpJYhP\\_D2jlsAD6Omqv&index=3](https://www.youtube.com/watch?v=DtCxiMdE5dM&list=PL9UnFY7K92Rp-TKpJYhP_D2jlsAD6Omqv&index=3)

Vocabulary words: compassion, understanding, thoughtfulness, patience, consideration, patience, helpful and peace

**Consortium Software/Internet/Subscription sources:**

iPad, Nearpod, Book Creator(on the iPad)

**Other References/Resources:**

Dictionary/Thesaurus

Google Images

**Reflection:**

This project was just a piece of a larger one that was a complying of all 4 schools by all ELL s in our district. With considerable coordination across levels and grades. Although it took a while to implement, between testing and content work, it is something to keep around for years to come.

## Shoreham-Wading River CSD: “Oh, Grateful Me!” by Susana Vique-Kearney

**Name(s) of Teacher(s):** Susana Vique-Kearney  
**District:** Shoreham-Wading River Central School District  
**School:** Shoreham-Wading River High School  
**Grade(s):** 9  
**English Proficiency Level(s):** Entering  
**Lesson/Unit Title:** Oh, Grateful Me!

### Program Type:

Stand-Alone ENL Class  Integrated ENL Class (Insert Content Area)  Co-Teaching (Insert co-teaching model)

### Description of Prior Learning:

Students:

- Picture-read ‘Unspoken’ by Henry Cole.
- Learned the elements of fiction vs. non-fiction texts.
- Created a character map of the two main characters.
- Completed a plot pyramid activity wherein students were allowed to use their L1 to insert the exposition, rising action, climax, falling action and resolution.

### Standards Addressed:

Common Core Anchor Standard (SL.2), Common Core Grade 9–10 Standard (W.9–10.5),

Common Core Anchor Standard (W.7), Common Core Anchor Standard (RL.6)

### Procedure (What the Teacher(s) Does/Do & What the Students Do):

- Teacher posts the questions:  
What is gratitude? How are thankful and grateful different? How are they similar? What does it mean to be grateful? According to the world’s leading gratitude researcher, Robert Emmons, gratitude is an “*affirmation of goodness where we affirm that there are good things in the world.*”
- Students view a short YouTube clip pertinent to the science of gratitude, <https://youtu.be/oHv6vTKD6lg>
- Students are instructed to think of one person who they are most grateful for and why?

- Teacher hands out lyrics for a Brad Paisley song titled, 'Letter to Me' and it is reviewed as a whole-class activity. Students then view the music video.  
<https://www.youtube.com/watch?v=RQ3bn7V0zdU>
- Teacher informs students that they will be imagining themselves ten years in the future and will prepare to answer the following questions on a teacher-created worksheet:
  - How old are you?
  - Where do you live?
  - How do you live? Do you live in an apartment, house, mansion, recreational vehicle?
  - What do you drive? Do you drive?
  - Where did you go to college? Did you go to college?
  - What did you study?
  - What is your career? Do you have a career?
  - If you had to pick one person, who was most instrumental in getting you to where you are?
- Students utilize a cloze document to organize three paragraphs as follows:
 

Paragraph 1: (Remember, you are writing as the future-you, ten years from now).  
Who are you? Where are you from? Why did you come to the U.S.? How old were you? What did you like the most/least about your new land?

Paragraph 2: Who was most instrumental in helping you accomplish your goals?  
How did they help you? How or what did they sacrifice to assure your future success?

Paragraph 3: How did you improve this benefactor's life? Did you buy them a home? Did you help their children pay for college? Did you find them a better job?
- Students utilize the BookCreator app on the iPads to transfer their writing, illustrate (add images), and narrate their stories.

### **Method(s) of Assessment of Student Learning:**

Formative: Student understanding is assessed via throughout the learning process and via the final product.

**Student Groupings:** Whole Class Small Group Pair Work Individual

### **Materials:**

Unspoken: A Story From the Underground Railroad by Henry Cole

iPads

BookCreator App



An Experiment in Gratitude | The Science of Happiness <https://youtu.be/oHv6vTKD6lg>

[Brad Paisley - Letter To Me - YouTube](#)

<https://www.youtube.com/watch?v=RQ3bn7V0zdU>

Teacher-created CLOZE worksheet

**Consortium Software/Internet/Subscription sources:**

iPads

BookCreator App

**Reflection:** The process of thinking way into the future was not easy for my students who are used to thinking of day-to-day survival. It was a slow process, but eventually students loosened up and let their imaginations roam, resulting in projects that revealed so much about each individual student, their fears, their aspirations, and eventually their 'true' future ambitions.

## Wantagh UFSD: “Personal Interest Research Project” by Keldya Volpi

**Name(s) of Teacher(s):** Keldya Volpi

**District:** Wantagh UFSD

**School:** Wantagh High School

**Grade(s):** 9th & 10th Grade

**English Proficiency Level(s):** Expanding & Commanding

**Lesson/Unit Title:** Personal Interest Research Project

**Program Type:** Stand-Alone ENL Class

**Description of Prior Learning:** Prior to completing this project students had to learn how to navigate through Nearpod and Canva. Students were introduced to a couple of different topics in order to comprehend what their projects required.

Additionally, students had to understand how to read a rubric and how they were going to be assessed while presenting.

### **Standards Addressed:**

CCLS English Language Arts Standard(s):

#### CCSS.ELA-LITERACY.W.9-10.1.D

Linguistic Demands:

Use linking words (because, so, that is why, but, however).

- Use transitional words (because, so, that is why, but, however, like, unlike, differs, similarly; at the same time, up to the present time, to begin with, in due time, as soon as, in the meantime, in a moment, first, second) to create cohesion.

#### CCSS.ELA-LITERACY.W.9-10.2.A

Linguistic Demands:

- Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow.
- Identify multimedia that can strengthen the topic.

#### CCSS.ELA-LITERACY.SL.9-10.1

**Next Generation ELA Standards:** Standard 2, Standard 6, Standard 7

**Procedure:**

## Day 1-2

Goal: To fully comprehend how to utilize our resources to start our project.

1. Teacher introduces new Unit- Personal Interest Research Project
2. First I introduce students to Canva- Together we look at sample template, as I guide them through a sample project.
3. Students discuss the project to clarify questions they may have.
4. Together we navigate through Canva to discover and learn how to use it's tools.
5. Then students log into Google Classroom to read through the Project Requirements-handout.
6. We read the requirements together as students share ideas of different topics they would like to research and learn more about.
7. Students then spend the remainder of the period looking through Google on different ideas of topics they would like to learn more about.
8. Teacher then asks students to create a Google doc in which they can start to make notes on ideas, and create a To Do list for their project.

## Day 3-4

Goal: To gather a variety of information from different resources to produce a cohesive presentation.

1. Teacher asks students to complete an Entrance Ticket.
2. Entrance Ticket question: What would you like to learn more about? Why?
3. Students complete the Entrance Slip providing a topic and detailed reasoning why they wanted to research their respective topics.
4. Students then share the topics they selected and their reasons why.
5. Students have the remainder of the period to research, and gather pictures to add to their Canva presentation.
6. Teacher guides and scaffolds while students research and begin to add information to Canva.
7. We sum up the lesson as students share what they've learned while researching their topic.

## Day 5-6

Goal: How do we gather relevant topics and specific details to produce a cohesive presentation?

1. Teacher introduces students to Nearpod. Teacher also explains how this lesson is an example of how they should prepare and produce their presentation.
2. Teacher introduces a Social Studies Lesson on Nearpod - Let's Visit the Statue of Liberty. <https://share.nearpod.com/3B5kE6nJhL>
3. Teacher elicits responses from students based on what they already know about the Statue of Liberty. Students share what they had learned when they visited the statue with their families.
4. Teacher then asks students if there was more information they would like to learn about the Statue of Liberty.
5. Teacher then shares a Virtual Reality video on Nearpod. Students were intrigued by the video and how it takes us around the Statue of Liberty.
6. Together we retake the VR trip while listening to the video and learning new information on the Statue and how it arrived to NYC.
7. To sum up the lesson we discuss what the students learned about the Statue of Liberty, what they found most interesting and why.
8. At the conclusion of the lesson, teacher explains to students that they will learn more about their topics independently using Nearpod to gather information for their presentation on Canva.

## Day 7-8

Goal: To determine which relevant details and specific information we should incorporate in our presentation.

1. Students are each asked to log into Nearpod to look at their individual topics.
2. Teacher will give each student a different Nearpod presentation related to their topic of interest.
3. Teacher will guide, and scaffold students simultaneously as each student navigates through their lesson to read and analyze newly learned information on their respective topics.
4. Students will begin to read through their own Nearpod lessons, in order to select their relevant information for their projects.
5. Students then selected some information relevant to their topics, then proceeded to research their topics of a variety of sites.
6. Teacher scaffolded and guided through the end of the lesson as students researched.
7. Students were instructed to continue their research at home and through the weekend.

Day 9-10

Goal: To finalize some of the research in order to complete a cohesive presentation.

1. Teacher sat with each student individually to go over the guidelines and rubric on how they would be graded.
2. Together we reviewed parts they had completed, and which parts they were missing.
3. I gave them pointers on how they should use the rubric has a checklist.
4. I did not make corrections for them since this is their individual work to be produced with their own words.
5. Students then continued to add information to their presentations while making some revisions until the end of class.

Day 11-

Goal: To make final revisions and correction to be ready to present.

1. Teacher asked each student to share what they had completed at home, and what they still needed to add or revise.
2. Teacher then sat with students to make final suggestions to their projects and get them ready for their presentations.
3. Each student will take turn presenting as we carefully listen as an audience while looking at the rubric.
4. Teacher will motivate students to make comments and suggestions on the rubric while listening to their classmates.
5. Students spend the remainder of the period preparing to present.
6. Students present their projects on Canva.

Day 12- Presentation Day!

Goal: To present a cohesive presentation to reflect our interest.

1. Students share their projects with the class.

**Method(s) of Assessment of Student Learning:**

Formative:

- Observation during the process of completing this project.
- Entrance Slip
- Discussions
- Project Requirement Checklist

Summative:

- Final Written Project
- Oral Presentation

**Student Groupings:** Individually then small group.

At first students worked individually, while researching and gathering information on their chosen topics. Then we worked together as a class, in our small group to present and discuss their topics.

**Materials:** Entrance Slip, project requirement handout, rubric, iPads, and computers.

**Consortium Software/Internet/Subscription sources:** Nearpod, Canva.

<https://share.nearpod.com/3B5kE6nJhL>

<https://share.nearpod.com/UESlpH5FYL>

<https://share.nearpod.com/O5aGvG6urL>

<https://share.nearpod.com/2DqqGOjFYL>

<https://share.nearpod.com/LZXJYnHGyl>

**Other References/Resources:** Google search for additional images and information.

<http://rubistar.4teachers.org/index.php>

**Reflection:**

This unit was a great summative project for my students. This project allowed them to feel free to be themselves while researching and analyzing information they had selected to work on. It made me feel proud to see them confident while reading and selecting what they felt was important and essential for their presentations. In the beginning of this lesson, I made it clear to them that this was to be their own product, not something they had done in class or found online. Their creativity and individuality was to be evident and unique. As I watched and listened to them present, I saw them shine through the work they had created and their confidence was evident.

## Wantagh UFSD: “Seal of Biliteracy Research Project” by Franco A. Zagari

**Name of Teacher:** Franco A. Zagari

**District:** Wantagh School District

**School:** Wantagh Senior High School

**Grade:** 12

**English Proficiency Level:** Expanding/Commanding

**Lesson/Unit Title:** Seal of Biliteracy Research Project

**Program Type:**

Stand-Alone ENL Class  Integrated ENL Class *(Insert Content Area)*  Co-Teaching

**Description of Prior Learning:**

For the first time, Wantagh High School is offering students the opportunity to gain a New York State Seal of Biliteracy on their high school diploma. One of my ELLs, a senior, decided to do his research on the economic success rates of educationally trained professional artists and “Street Artists”. The student, who has had his own personal success in art, is now an AP Art Student. He used his own personal background knowledge and found sources he felt were relevant and appropriate to his topic.

**Standards Addressed:**

CCLS ELA Standards (required):

RI.11-12.1, RI.11-12.7, W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8

W.11-12.9, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6

**BCCI Linguistic Demands (required):**

W11-12.2, W11-12.5, W11-12.7, W11-12.9

**Next Gen Standards:**

11-12W1, 11-12W2, 11-12W6, 11-12W7, 11-12SL2, 11-12SL4, 11-12SL5, 11-12SL6

**Procedure (What the Teacher(s) Does/Do & What the Students Do):**

The New York State Seal of Biliteracy is open to all graduating seniors who are either enrolled in a World Language or ENL. The student must present a topic of their choice to a panel of teachers and administrators.

First, the student explored 2-3 different topics he could research for his project. Once the student chose the topic he would have to complete the following tasks:

1. Form a thesis question.
2. Gather sources that could be used for research. Sources must be submitted in proper MLA format for the eventual works cited. The instructor then reviews the sources with the student for appropriateness and relevance.
3. Construct an outline for research.
4. The student then independently researches the topic and begins to compile a rough draft.
5. Drafts are reviewed with the teacher.
6. The student then submits the final copy on the paper.
7. The student compiles a slideshow presentation to present to the school's panel about their research. The student uses *Canva* to create some of the graphics for their slideshow.
8. All materials are submitted via the school's Google Drive.
9. The student presents their research to the panel.

### **Method(s) of Assessment of Student Learning:**

#### **Formative:**

- Project outline and review of main ideas for research
- Review of sources found and works cited
- Research checkpoints
- Slide show

#### **Summative:**

- Research Paper
- Presentation of slide show to WHS panel
- Reflective journal

**Student Groupings:**  Whole Class  Small Group  Pair Work  Individual

**Materials:** Sources found by student.

#### **Consortium Software/Internet/Subscription sources:**

Canva for graphics on slide show presentation.

NoodleTools for works cited.



**Other References/Resources:**

Google docs.

Google slides.

**Reflection:**

This was a great project that gave my student the freedom to compile a very meaningful research paper and presentation. While most of the work was done independently, the time spend reflecting and discussing together was key. The resources acquired from the consortium helped the student present efficiently.