

2016 – 2017

Celebration of Learning

Learning Experiences/Lesson Plan Booklet

Nassau and Suffolk Title III Consortia



Lead Applicant:

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



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Babylon UFSD

Understanding Pearl Harbor Day by Mrs. Elizabeth Barry (secondary)

District: Babylon Public Schools

School: Babylon Jr./Sr. High School

Grade(s): 7th and 8th

English Proficiency Level(s): Entering/Emerging

Lesson/Unit Title: Understanding Pearl Harbor Day/Current Even

X Stand-Alone ENL Class

Description of Prior Learning:

Before this lesson, students read a current events Newsela article on the life and death of Fidel Castro. Students learned new vocabulary words, were able to answer multiple choice and short answer questions based on reading content. In addition, students were able to locate Cuba on a World Map.

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

WHST. Produce clear and coherent writing in which the development, organization, and style are 6-8.4 appropriate to task, purpose, and audience

WHST.6- 8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic

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

1. Speaking and Listening

Speaking & Listening Anchor Standard 2 Main Academic Demand Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats

Grade 7 (SL.7.2) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively and advocate persuasively. Analyze the Main Idea and Supporting Details Presented in Diverse Media and Format Explain How an Idea Clarifies a Topic • Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text and that signal the main idea. • Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic. • Use compare and contrast words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) to present relational

information. • Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information. • Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction. • Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples. • Use transitional words and phrases (e.g., to add, in addition,)

2. Reading for Information

Reading for Information Anchor Standard 2 Main Academic Demand Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Summarize Text by Determining Main Idea and Supporting details.

Grade 7 (RI.7.2) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (e.g., two central ideas can be exemplified by related words—wood/wooden; flammable/fast burning/fire hazards). • Analyze transitional words and phrases (e.g., but, because, despite, actually). • Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).

3. Writing

Writing Anchor Standard 2 Main Academic Demand Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content. Examine and Convey Complex Ideas and Information

Grade 7 (W.7.2) Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section Write Informative/Explanatory Well-Structured Texts to Examine an Idea and Express Opinions with Clarity, Using Precise Language and Formal Style • Identify facts, definitions, quotations, examples and details related to the topic. • Identify multimedia that can strengthen the topic. • Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow. • Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though) to link ideas and information. • Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification). • Use appropriate words to provide a concluding statement (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in

all, indeed, definitely), restating the topic. • Use a formal style.

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

RH.6 Determine the meaning of words and phrases as they are used in a text, including vocabulary

-8.4 specific to domains related to history/social studies.

RH.6-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other

8.7 information in print and digital texts

RH.6 Determine the central ideas or information of a primary or secondary source; provide an

-8.2 accurate summary of the source distinct from prior knowledge or opinions

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

1. Introduce the topic - today we commemorate the 75th Anniversary of the Japanese attack on Pearl Harbor. We all sit together at table.
2. Ask students if they can locate Hawaii on the map. (Find U.S., NY, Hawaii, Pacific Ocean and Japan). Hand out World Maps for students to label these places. Students work together and can check on the wall World Map for help.
3. Using EdPuzzle - show students the video of Pearl Harbor and check for comprehension with embedded multiple choice questions. Have students take turns reading the questions aloud.
4. Hand out Pearl Harbor article from Read Works and together read the article aloud. As we read the article go over unfamiliar vocabulary. Students may have their chromebooks to help them with vocab. Students are to annotate in the margins.
5. Upon completion of the reading, students will answer the comprehension questions independently. Students will use highlighters to underline where in the text they found the answers to the questions.
6. Go over the questions together, have students explain where in the text they found the answer to the question.

Method(s) of Assessment of Student Learning:

Formative Assessments - asking questions as we go through the lesson to check for student comprehension, i.e. vocabulary words, verb tense, general understanding; answering questions to video (orally), answering comprehension questions to article (written).

Summative Assessment - writing task on google classroom (Students are to write a T.I.E.D. paragraph reflection of the 75th Anniversary of the Pearl Harbor Attack.

Student Groupings: Small Group The class consists of 3 students.

Materials:

Video of Pearl Harbor on EdPuzzle

Read Works Article and Questions - "World War II - Pearl Harbor"

World map showing Hawaii, Japan, United States

Highlighters

Chromebooks

Consortium Software/Internet/Subscription sources:

ED Puzzle website

Readworks

Reflection:

I believe the students were cognitively engaged in their work. First, I observed them locating the countries and cities on the world map. Secondly, during the video on Pearl Harbor, students were able to answer the comprehension questions posed during different parts within the video. And third, while students took turns reading aloud the article on Pearl Harbor, students were also able to answer comprehension questions that I asked orally about certain vocabulary words and content.

The students learned what I expected them to learn. Students were able to answer all questions from the reading comprehension article. And students completed the summative assessment which was to write a reflection about the attack on Pearl Harbor by creating a google doc on their chromebook.. They were able to say when it happened; who attacked Pearl Harbor; what was destroyed; how many people died; who was the President at the time; and what was the result of the attack. Then they knew how to share their document with me.

Using Figurative Language to Write Poetry by Amanda Muller (secondary)

Common Core Standard:

L. 11-12.5

Knowledge of Language

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

Writing Anchor Standard 4:

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

Main Academic Demand:

Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience

CCLS Grade Level Standard:

Grade 11-12 (W11-12.4) Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

Grade Level Academic Demand:

Develop Clear and Coherent Writing Appropriate to Task, Purpose and Audience

Linguistic Demand:

This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 11th-12th grades.

Description of Prior Learning

In the previous lesson, students filled out a figurative language chart (simile, metaphor, personification, imagery, tone) & completed a "identifying figurative language" activities.

Procedures

Student Groupings: Whole class (ENL students) & individual

Motivational Hook:

Students will use their figurative language chart from the previous lesson to answer the question "What is personification?" on the second page of the personification packet. Students will be asked to provide examples that they have made up, or that they

remember from the previous lesson.

Learning Activities:

The teacher will read the poem "Abandoned Farmhouse" by Ted Kooser aloud once. She will then explain that the poem uses personification throughout the poem to describe the characters in the poem. She will read the poem through again, and students will underline instances of personification they hear during the reading. Afterward, the students will share the examples they found in the poem.

Together, students will brainstorm items in their bedrooms at home. The teacher will ask, "what do those items say about you?" She will then explain the activity, in which students will write a personification poem about what the items they brainstormed say about their personalities, using the same format used in "Abandoned Farmhouse." The students will spend the remaining time writing their poems using the template provided, while the teacher circulates and provides assistance when necessary.

Closure:

In the last five minutes, the students will share what they have come up with so far with the rest of the group. Students are expected to finish their poems for homework.

Assessments

Students will be informally assessed on their knowledge of literary devices through their responses to the identifying personification activities in the beginning of the lesson.

Students will be formally assessed by submitting a poetry portfolio of poetry they have written in this lesson as well as poetry they will write in subsequent lessons.

Resources & Materials

Chromebooks
Figurative Language Powerpoint
Figurative Language Chart
"Abandoned Farmhouse" by Ted Kooser
Personification Packet
Google Translate

Reflection

This lesson was successful in solidifying the concept of personification--understanding what it is and how to identify it. The slow pacing of the lesson was also helpful in allowing the students the time to fully grasp these concepts and work with them, and ask questions when necessary. Providing a template to help students structure their poem in

the same style as "Abandoned Farmhouse" was also extremely beneficial, but if time had allowed I would have liked to have students compose a second poem without the template. In the future I would also want to add a descriptive language requirement, in order to help students build more complex sentences in their writing.

PARSIUS PERSONALITIES

He is athletics says the Goldfish
He is respectful says the hat
He is honest says the pen
He is courageous says the ring
He is romantic says the shoes

We Can Sequence Stories by Julie Perez (elementary)

District: Babylon

School: Babylon Elementary School

Grade(s): Kindergarten

English Proficiency Level(s): Emerging

Stand-Alone ENL Class

Description of Prior Learning: Students have been practicing sequencing throughout the year by sequencing a series of pictures and using transition words such as: First, Next, Then, and Last. Now the students will need to use these words to sequence the stories they read.

CCLS English Language Arts Standard(s):

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred.

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

BCCI NLAP -MAD/GLAD Linguistic Demands:

Language Objective: By the end of the lesson, students will be able to use transition words in their speaking and writing.

Instructional Objective: _SWBAT identify the sequence of a story.

Key Vocabulary:

First, Next, Then, Last

Motivation and Procedure:

Motivation: Teacher will show a brainpop junior about "sequencing". Class will talk about sequencing. Teacher will recap the students' day using pictures taken of them from the

previous day to highlight the sequence of their school day from start to finish. Use a piece of construction paper labeled "First, Next, Then, Last" to sequence the pictures and to talk about the pictures. Teacher will explain that we can sequence the books we read, the same way we can sequence what happens in our day.

Procedure: Teacher will do a shared reading of the book *Lazy Mary* with the students. Teacher will use photos to sequence the story with the help of the class to show what happened first, next, then, last. Students will work in partners to read a book at their reading level and sequence their book using pictures and the same organizer with the four transition words. Then each partnership will retell their book to the other partners. Finally, students will start writing a series of four sentences describing what happened first, next, then, last. Students will work on their writing over a few days.

Method(s) of Assessment of Student Learning: The student's ability to correctly sequence and retell their story using the key vocabulary words will serve as a measure of assessment. Their writing will also serve as a means of assessment.

Student Groupings ☒ Small Group

Materials: Brainpop jr., Book: *Lazy Mary*, Book: *Mrs. Wishy-Washy*, Book: *The Farm Concert*

Consortium Software/Internet/Subscription sources: Brainpop Jr.

Reflection: This lesson went extremely well. The students were able to sequence their books and talk about their books with their partners using transition words. The students had a great time sharing their books with their classmates, and writing about their books.

Number Lines for Placement by Melody Wubbenhorst (elementary)

District: Babylon School District

School: Babylon Memorial Grade School

Grade(s): Third

English Proficiency Level(s): Entering

Lesson/Unit Title: Number Lines for placement (decimals).

Stand-Alone ENL Class

Description of Prior Learning: Order of whole numbers on a number line.

CCLS English Language Arts Standard(s):

Reading Standards for Informational Text (Grade 3): Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

BCCI NLAP –MAD/GLAD Linguistic Demands:

Reading for Information Anchor Standard 3: Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Main Academic Demand: Analyze Cause/Effect and Interactions between Text Elements
Specifically Grade 3 (RI.3.3) Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.

CCLS Mathematics Standard(s): Number and Operations in Base Ten • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths

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

Students draw a number line along the landscape view of a squared sheet of paper. The students make 21 tick marks on the number line and label only the first and last ticks (0-11). Next, the student writes 5 numbers from 0 to 10.99 on index cards and the teacher writes 5 numbers on index cards. Make sure there is a decimal following the number. All of the cards are turned upside down on the table.

The student and the teacher (or just students if there are more than one, I only work with one student) take turns turning over the cards and place it at the correct position on the number line. Teacher encourages discussion as student orders numbers. They can state that the number is less than or greater than another number, to the left or right of the other number and so on. If there is more than one student pairing, have them check each other's work.

Tailor the activity to use numbers students are currently studying (fractions or whole numbers). Students can find numbers in the thousands, ten thousands, or hundred thousands or can use number lines to order fractions, mixed numbers or decimals.

Formative assessment of Student Learning: Provide students a new set of index cards. Provide them with or have them draw, a number line using a different scale to go with the new set of index cards. If they can place the new numbers correctly, then they got the concept because the scale is completely different.

Student Groupings Small Group Pair Work

Materials: Index cards. Squared graph paper.

Reflection:

Visual learning speeds up comprehension. Instead of being bogged down with words and losing the concept, visualization allows the student to work with the required logic through immediate application.

Bayport-Blue Point UFSD

Cell Biology: Comparing and Contrasting by Joanne Rosche (secondary)

District: Bayport-Blue Point

School: Bayport-Blue Point High School

Grade(s): 10

English Proficiency Level(s): Proficient/Commanding

Lesson/Unit Title: Cell Biology: Comparing and Contrasting

Integrated ENL Biology Class

Description of Prior Learning:

ESL/ENL Proficiency Level: Commanding/Proficient (Sunder Singh, Gr. 10, India, Punjabi). Sunder is a Proficient ESL/ENL student who is entitled to and is clearly benefitting from transitional ENL services this year. His Integrated ENL services are paired mostly with Biology classes this year, and review of Content-Area vocabulary as well as discussing/simplifying technical words in assignment questions has helped Sunder be successful in Biology class. He seems to learn more effectively through repetition and additional review of concepts. He is conscientious and hard-working, and is preparing to take the Biology Regents Exam in June.

CCLS English Language Arts Standard(s):

Reading: Informational Text: RI.9-10.1, RI.9-10.10, Writing: W.9-10.4, W.9-10.6(Technology), Speaking and Listening: SL.9-10.4, SL.9-10.5, Language: L.9-10.1, L.9-10.2
BCCI Progressions: Guide to Academic and Linguistic Demands: Reading for Information: RI.9-10.1, RI.9-12.10, Writing: W.9-10.4, Speaking and Listening: SL.9-10.4, SL.9-10.5
CCLS Science: Reading: RST.9-10.1, RST.9-10.4, RST.9-10.9, Writing: WHST.9-10.4, WHST.9-10.6, WHST.9-10.9

Objectives:

Within Cell Biology, Sunder will be able to label significant organelles in cells (ten will be reviewed) and describe their functions using proper English. He will also be able to compare and contrast plant and animal cells in speaking and writing activity (excusing knowledge of biology and comparative language such as "more _____ than..., this organelle's function is to _____, while..."

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

Warm-up (Anticipatory Set): Discuss with Student activities completed in Biology class pertaining to cell biology/plant and animal cell parts. Introduce iCell App on iPad for effective

way of interactively viewing plant and animal cells.

1. Direct Student to interactively manipulate and view plant and animal cells on iCell App for iPad, zooming in by touching screen to identify particular significant cell organelles. Students can see names of organelles and descriptions of functions as well as they zoom in on chosen organelles.
2. Move on to Notability App. with Teacher-created lesson. St. should identify and label cell organelles on both diagrams, using word bank, and highlight each with its own color for further reinforcement.
3. Help St. to work with Bitsboard App for Teacher-created flashcards with given cell organelle functions. St. can read functions aloud and record and listen to his voice for more effective learning.
4. St. can then assess his learning with matching activity in Bitsboard App.
5. Give quiz on cell organelles and their functions.
6. Closure: Direct St. to write narrative on his opinion of most important organelle(s) including reasons to support his claim, as well as similarities and differences between plant and animal cells.

Follow-up: Later, revisit iCell and have St. read aloud info and make note of/discuss more advanced level definitions as well for more detailed Regents Prep in June.

Method(s) of Assessment of Student Learning:

Teacher questioning and active listening throughout discussions and Student-driven activities on iPad Apps, graded Student performance on Bitsboard Assessment Activity and Quiz/written narratives, Follow-up activity/discussions.

Student Groupings: x Individual

Materials: ENL Consortium iPad, Smartboard, cable to enable iPad activities to be projected onto Smartboard screen, paper, pencils, printed color copy from iPad of students' diagram of cell organelles on Notability, cell biology quiz

Consortium Software/Internet/Subscription sources: iPad Apps: iCell, Notability, Bitsboard Pro, animal/plant cells and organelles images imported from Google Search on Internet

Other References/Resources: References to Biology lab materials/assignments recently used/completed in Content Area Biology class

Reflection:

Sunder appeared cognitively engaged in all class activities for this lesson. He participated in discussion, and made animated remarks about iPad Apps, content and review covered in

the lesson. There was active participation throughout the lesson, and the student asked questions conscientiously to make sure he was working appropriately during activities.

Sunder showed effective evidence of learning through his practice on iCell, Notability and Bitsboard activities. As he manipulated through cells for organelle identification and read aloud names and functions of cell organelles (in both basic and more advanced English), he made comments and added words of his own to reinforce his understanding of material. When working on Notability cell diagrams, he appropriately labeled given cell organelles. In Bitsboard, he scored well on assessment activity after reviewing definitions. For final hard copy quiz he performed especially well on writing activity.

It was enjoyable to see a lot of self teaching going on for Sunder during this lesson. It would have been nice to see him interacting with another student here as well, as it surely would have added to his feeling of success.

Will follow up on review of more advanced vocabulary in additional definitions available on iCell App for Regents prep as test approaches. Will also encourage Sunder (with permission from Biology Teacher) to actually present his practice and knowledge on these iPad Apps to his fellow students in Biology class when appropriate, surely adding to his grade there.

Bellmore UFSD

Nonfiction Writing by Susan Bella (elementary)

District: Bellmore Union Free School District

School: Reinhard Early Childhood Center

Grade: 1

English Proficiency Level: Entering and Expanding

Lesson/Unit Title: Nonfiction Writing

Stand-Alone ENL Class

Description of Prior Learning: Students learned about nonfiction by exploring several different types of texts when reading and writing. As a writing activity the students created books about a topic of their choice. The students chose topics they had some knowledge of and researched what they wanted to know more about. The students used the internet and books to do their research. The students wrote questions as their topic sentence and answered the question with nonfiction details. The students researched appropriate images that described their writing and included them as text features.

CCLS English Language Arts Standard: W.1.2: Write informative explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

BCCI NLAP-MAD/GLAD Linguistic Demands: Identify a topic to be developed. Identify information about the topic and some facts about it.

CCLS Speaking and Listening Standard: SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

This particular writing piece was done during whole class instruction as well as small group instruction. Once the students had chosen their topics and did their research, they began writing drafts. With teacher instruction, modeling, and guidance the students began to input the information on pages in the book creator app. This app is great because it is easy to navigate for younger students.

- The students added photos they chose from the internet. Press + and choose photos. The photos are saved in the photos app
- The students wrote their text using the pen. Choose + and then pen
- The students designed a face emoji of themselves using the Emoji Me app. I then screen shot it and edited it. In book creator I added the emoji face picture from my photos.
- The students recorded their voices by choosing add sound in book creator.
- The students used a speech bubble for the text they wrote. Choose + shapes.



- Finally the finished product was sent to the iBooks app. Choose the box with arrow and export as an ePub.



Method(s) of Assessment of Student Learning: By teacher modeling, working with the students as a group, and conferencing with them daily as they did their research and writing, I was able to assess the individual needs of each student and give them the appropriate support they needed. This varied approach gave students the opportunity to effectively learn and produce work to the best of their current ability.

Student Groupings: Whole Class and Small Group

Materials: iPads, smartboard, chart paper, computer, student writing checklist

Consortium Software/Internet/Subscription sources: book creator app, Emoji Me app, iBooks app

Other References/Resources: YouTube, National Geographic for Kids

Reflection: This was a great project for the 1st grade students. The apps were user friendly for the students and they were thoroughly engaged while learning. The students used websites to gather information and the internet to capture images. The apps gave the students hands on opportunities to utilize text features in a creative way for their nonfiction writing.

Becoming a Travel Agent: Creating an Advertisement by Jessica Venticinque (elementary)

District: Bellmore School District

School: Winthrop Avenue

Grade: 3

English Proficiency Level(s): 2 Expanding students/1 Commanding student

Lesson/Unit Title: Becoming a Travel Agent: Creating an Advertisement

☐ **Stand-Alone ENL Class**

Description of Prior Learning: Students have done research on a country of their choice. They are writing research reports within their classrooms. To complete this project they need to understand different landmarks and some other exciting features of their country as well as knowledge of Author's Purpose in order to create a commercial to persuade their audience.

CCLS English Language Arts Standard(s):

3.RI.5-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- I can use text features and search tools to help me understand a topic.

3.W.4-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

- I can write with purpose.

3.W.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

- I can plan, revise, and edit my writing.

3.W.7-Conduct short research projects that build knowledge about a topic.

- I can research a topic.

3.W.8-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

- I can gather information, take notes, and categorize the information.

3.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners in grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- I can participate collaboratively in a variety of discussions.

3.SL.5-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

- I can record a fluent reading of a story or a poem.
- I can use visuals to point out certain facts or details.

BCCI NLAP –MAD/GLAD Linguistic Demands:

3.RI.5

- Use words and phrases to identify text features and search tools.
- Use words and phrases within the text features to gain more meaning about the topic.

3.W.5

- Use question forms for clarification and to ask for suggestions to and from peers (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that ? Can you help me with this section?).

3.W.7

- Use words and phrases to introduce the research topic (e.g., This research is about____; it will explain that ____).
- Use sequence words and phrases to introduce multiple steps

3.W.8

- Use question and answer forms to recall information from experience (e.g.,What does this remind you of? This reminds me of ____; I learned that ____).
- Use question and answer forms that focus on gathering information from print and digital sources (e.g., Where did you find that information? Where did you learn that? What books have you used for ____? I used the following books ____; I used the following sources ____)

3.SL.1

- Students will use words and phrases to participate in conversations within a small group and during partner work.
- Students will use question forms to clarify information during a discussion and when receiving and giving feedback during their editing partner work sessions (What did you mean when you said? How can I change that? Why would I change that?).

3.SL.5

- This Standard does not have a linguistic demand.

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

The students have done research on different countries around the world. They have used various materials to gather their information such as, books, websites and visuals. The teacher will use a different Country to model the activity first showing the end presentation to develop interest about the project.

Day 1:

- Teacher shows final project on the iPad, explaining that the group will all become travel agents. They will have to persuade their customers (audience) to travel to their country.
- The teacher connects to former lessons on Author's Purpose focusing on persuasion.

The group develops a Word Splash to activate prior knowledge. Then, students work in pairs to try and identify the Author's Purpose of short excerpts.

Day 2:

- Students are shown a large model persuasive paragraph. This is the paragraph the teacher used in the model presentation. The teacher breaks down the paragraph into steps, explaining the parts necessary to persuade the audience. We will start by trying to hook the reader/listener. An accompanying anchor chart is used to show the phrases that can be used to hook the reader/listener.
- The teacher then has a list of boring/ordinary starting sentences. Students work to try and alter the sentences to hook the reader.
- Students share out their new sentences with the group giving and receiving peer feedback using appropriate feedback phrases (Trying to give specific feedback).
- Students then try and write the opening sentence of their persuasive paragraph.

Day 3:

- The teacher continues to model the persuasive paragraph using a paragraph guide for support as needed. With teacher feedback students revisit their hook and write their persuasive paragraphs. The teacher conferences with students and gives feedback when necessary.

Day 4:

- The teacher models how to work in peer editing groups, revisiting other activities where this strategy was used. Peer buddy sentence starters/questions are offered for support as necessary.
- Students are grouped together for peer editing. They take turns reading their paragraphs. They give constructive feedback to each other as well as ask clarifying questions when trying to edit and revise their work. They will work with a few different partners, rotating every 10 minutes.

Day 5:

- Teacher models how to use Book Creator to form their poster background for the project. Pictures are already uploaded to add to their poster as they complete their paragraph.
- 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 Chrome Books. As students finish they will begin forming their poster in Book Creator.

Day 6/7:

- Teacher models how to use Tellagami to create their avatar and record their voice. Again, students will work at their own pace with different levels of support to complete each section of the project.

Day 8:

- After the project is fully assembled and inputted in Book Creator students will have a writing celebration. Students will be presenting their projects to their whole class.

Method(s) of Assessment of Student Learning: Students will be graded based on a project rubric. They will be graded on their persuasive writing as well as their presentations. The rubric was formed using Rubistar.

Student Groupings: ☐ Small Group ☐ Pair Work ☐ Individual

Materials: iPads, SMART Board, Persuasive writing graphic organizer, research materials, Chromebooks, anchor charts, peer editing sentence/question stems.

Consortium Software/Internet/Subscription sources: Tellagami, Book Creator, Rubistar.

Other References/Resources: Research books taken from the library, visuals representing facts from each country and research notes from their classroom project.

Reflection: Students were very motivated by this project. They were excited to create their own avatar and commercial to persuade the audience to travel to their country. Students were successful writing and presenting their commercials. I would however, scaffold the persuasive writing a bit differently in the future. I broke the writing down and had a model for them to refer to. Next time I would make copies of my model commercial to have students refer to the sample more consistently. I would also enlarge the rubric so students can refer to the rubric when they are working instead of me guiding them through the expectations throughout the project. I feel by allowing them to guide their scaffolding in this way it would help them gain some more independence and take more ownership of this step.

Bellmore-Merrick Central High School District

Immigration Through Time by Abigail Havener and Denise Schleith (Middle School)

District: Bellmore-Merrick Central High School District

School: Grand Ave. Middle School/Merrick Ave. Middle School

Grade(s): 7-8

English Proficiency Level(s):

Entering-Expanding

Lesson/Unit Title:

Immigration Through Time

✓ Stand-Alone ENL Class

Description of Prior Learning:

In this unit students examined the idea of immigration and answered questions such as

'Why do people immigrate?' 'Why did my family immigrate?' as well as the essential question 'Has immigration changed over time?' Students read several articles about immigration, including a piece that gave background on the tenements of New York City's Lower East Side. Students visited the Tenement Museum in Manhattan to experience first hand the conditions immigrants to Manhattan lived in upon arrival to the United States. Students compared and contrasted their own immigration experience with the experience of immigrants from the early 1900's.

CCLS English Language Arts Standard(s):

- CCSS.ELA-LITERACY.W.7.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- CCSS.ELA-LITERACY.SL.7.5
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

BCCI NLAP -MAD/GLAD Linguistic Demands:

W 7.3 Use first or third person (e.g., I am or s/he is) to develop point of view in a narrative.

- Use adjectives and adverbs (e.g., sunny, rainy, cheerful, awful) to describe sensory details.

CCLS Social Studies Standard(s):

- **8.2 A CHANGING SOCIETY:** Industrialization and immigration contributed to the urbanization of America. Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities.

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

- Students share one object they remember from the museum visit and a piece of information they remember about it.
 - This can be used to guide students in object selection: any of the objects they remember could be an object Victoria Confino could write an object story about if she were in the class.
- Students discuss how Historians use objects left behind by a culture to guess how they lived and what they believed.
- Watch an example object story
 - What information can you discover about this person based on the object they chose to share?
 - When you are thinking about the object you will bring tomorrow, think about the story it tells about your family, life and/or culture.
- Students bring an object or picture of an object that holds personal and cultural significance to you and/or your family
- Students read a sample object story and analyze each portion of the story area through annotation.
- Students work independently to complete the brainstorming organizer about their object with input from the teacher.
 - What is your object? What does it look like? How could you describe your object?
 - What is the history of your object? Where is it from? How is it used? Where did you get the object? Who does/did it belong to?
 - Why is the object important? What significance does the object have to your culture/family? How is the object used? What celebrations might be connected to the object?
 - What does your object remind you of? How does the object represent you? Who does the object remind you of?
- Students will use model texts to write personal narratives about the significance of objects and the information objects carry with them.
- Students will participate in a peer evaluation of their object story and make revisions based on peer feedback.
- Students use the “object story Checklist” to check their work and make a revisions plan.
- Students work in pairs to record their object stories on the iPad.
- Students use a teleprompter to read their stories.

Method(s) of Assessment of Student Learning:

Students written object stories will be graded based on a rubric. Students' object story videos will also be graded based on a rubric. (Rubrics available on drive)

Student Groupings: ☒Small Group ☐Pair Work ☐Individual

Materials:

Object stories on google doc., iPads, smartboard, microphone, object that holds personal or cultural significance.

Reflection:

Students loved sharing a little of their history with the class and reflecting on their past with friends and family. Students who immigrated as young children struggled at first to develop their narrative, but after answering some of the guiding questions they were able to engage in the learning experience. Students liked recording themselves on the iPads and using the microphone.

Bethpage UFSD

Famous Astronauts by Jillian De Napoli (secondary)

District: Bethpage

School: Bethpage High School

Grades: 9-11

English Proficiency Levels: Entering, Emerging, Transitioning

Lesson/Unit Title: Famous Astronauts

Stand-Alone ENL Class

Description of Prior Learning: My students participated in a unit on astronomy before attending a field trip to the Cradle of Aviation. Throughout the unit, they were engaged in learning tasks designed to motivate and prepare them for the museum, as well as to gain a better understanding of concepts they will learn in Earth Science class. My students learned all about the life of an astronaut, and for this activity, they will be researching famous American astronauts to create a project using the iPad. This project incorporates reading, writing, listening, and speaking as the students work collaboratively in groups.

CCLS English Language Arts Standard:

- RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly.
- W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.4 - Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.7 - Conduct short research project to answer a question.
- W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources.
- W.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research.
- SL.9-10.4 - Present information, findings and supporting evidence clearly, concisely, and logically.

BCCI NLAP -MAD/GLAD Linguistic Demands:

- RI.9-10.1
 - Use words and phrases to cite (ex. On Encyclopedia Britannica, it states...)

- W.9-10.2
 - Identify facts, definitions, quotations, examples, and details related to the topic (ex. Sally Ride was the first American woman to go to space; John Glenn was the first American man to orbit the Earth; Neil Armstrong was the first person to step on the moon.)
- W.9-10.3
 - Use the first person to develop point of view in a narrative (ex. I felt honored to be the first American woman to go to space; I set the record for the longest consecutive days spent in space!)
 - Use sequence words and phrases to build and sequence events (ex. After leaving NASA in 1964...; Finally, on June 18, 1983...)
- W.9-10.7
 - Identify topics to research in response to a question posed by the teacher (ex. What is this astronaut known for?)
- W.9-10.8
 - Use sentence structures to describe authoritative print and digital sources (ex. This online database is reliable because...)
- SL.9-10.4
 - Identify findings/facts (ex. Scott Kelly stayed in space for 340 days in a row; John Glenn was selected as one of the first seven astronauts in the United States space exploration program.)

Procedure: *This is part of a multi-day unit on astronomy.*

- I will introduce the project that my students will be creating on the iPad.
- Assign small groups and give the students a choice of astronauts to research.
- Review how to access various library databases and give students a graphic organizer to record their information. I will project the graphic organizer on the SMART Board and model how to take information from sources and write it in my own words.
- Give books and teacher approved websites to students to use along with online databases.
- After students complete their research, I will model how to use the information from the graphic organizer to write a script in the first person point of view, as the astronaut. I will also show the students the Tellagami that I created on the iPad as a model so they could visualize how their scripts will be used.
- The students will write their scripts using various sentence types.
- Then, the students will practice reading their scripts using expression.
- After, I will demonstrate how to create a Tellagami using the app, and they will design their page by constructing a character and background related to their astronaut. The students will then record as they read their scripts.

- Lastly, we will combine the animated Tellagami videos into a class book using the Book Creator app.

Method of Assessment of Student Learning: Astronaut Project Rubric

Student Groupings: Whole Class, Small Group

Materials: iPads, Chromebooks, SMART Board, research graphic organizer, script template, online databases: Encyclopedia Britannica, Biography in Context, US History in Context, and Science Online, various nonfiction books on Sally Ride, Neil Armstrong, and John Glenn

Consortium Software/Internet/Subscription sources: iPads, Tellagami app, Book Creator app

Reflection: This project was a great addition to our unit on astronomy. The students utilized their research skills and worked collaboratively in groups. They had the opportunity to practice reading, writing, listening, and speaking while also using technology. The students enjoyed learning about famous American astronauts and writing scripts pretending to be each astronaut. They also liked using the iPad to create characters that resembled the astronauts, and to record their voices using expression. The final piece of combining all of the students' animated videos into a class book was a wonderful way to share and showcase their work.

Kites/Kites Unit of Study by Raquel Goldsmith (elementary)

District: Bethpage UFSD

School: Central Boulevard School

Grade: 2nd (6 students)

English Proficiency Level: Expanding

Stand-Alone ENL Class

Lesson/Unit Title: Kites/Kites Unit of Study

Description of Prior Learning: The ELL students in second grade have been learning all about kites over the duration of a two week unit of study in ENL Class. The students engaged in a variety of activities that encompassed listening, reading, writing, and speaking. At the conclusion of this unit of study, we will be visiting the Cradle of Aviation Museum in Garden City to participate in an interactive educational workshop entitled, "Kites!" During this workshop, the students will have the opportunity to build and create their own kites as well as learn about the parts of a kite and the many uses of kites. The students will learn about how kites were precursors to airplanes as a result of the invention of the Chinese people 3,000 years ago. In this unit, the students have already read the book All About Kites and completed a KWL chart, they have already been taught the sequence/temporal words. Visual aids and hands-on activities will allow the students to develop a clear definition of the history of aviation. The students will develop and enhance their command of the English language by engaging in cooperative group work, and asking and answering questions.

CCLS English Language Arts Standard(s):

- CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BCCI NLAP –MAD/GLAD Linguistic Demands:

- **Grade 2 (RI.2.3):**
 - Identify/use words and phrases that signal sequence (e.g., before, long ago, currently, first, secondly, then, next, last, finally).
 - Students will use sequence/ temporal words first, next, then, last, finally in their oral and written responses.
- **Grade 2 (RI.2.5):**
 - Use words and phrases to identify different text features (e.g., the headings tell you what the section will cover; the table of contents is found in the beginning of the book; electronic menus are at the top of the screen).
 - Students will use the table of contents and headings in the book All About Kites to collect information for their assigned section to complete their writing prompts.
- **Grade 2 (W.2.2):**
 - Identify a topic.
 - Identify facts and definitions to develop key points.
 - Students will use information from the book All About Kites (key content vocabulary) and the facts they learned on the field trip to develop a paragraph based on their assigned section (ex: content vocabulary: spar, gauges, diamond kite, Benjamin Franklin, spool, spine, stunt kite. As well as, the steps on how to make a kite, kite safety, and the history of kites learned at the Cradle of Aviation Museum)

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

How can we write an informative paragraph using information from non-fiction text?

Do Now: Please take out your All About Kites Books and scan through the book looking at the pictures and words. Turn and talk with your partner about 3 facts you learned from the book (students will be timed approx. 2 minutes.)

Mini-Lesson/ Review:

1. **Review Do Now:** Students will share some of their facts as a whole group.
2. **Assign Topics for Writing Prompts:** Students will have the opportunity to pick a section they are most interested in becoming an expert on to write and record about using the *Write About This* application.

Sections

- History of Kites
- Many Uses of Kites
- Different Types of Kites
- Kite Safety
- Parts of a Kite
- How to Make a Kite

Independent Work: Students will be directed to use the table of contents and the non-fiction text features in their books to find the section they have chosen. Students will be given lined writing paper to use to write their scripts "sloppy copies" of their paragraphs. Students will be able to use information from the book, field trip, and any other background knowledge they have learned throughout the unit to write their scripts. Students will be encouraged to use the sequence/temporal words in their writing. (approx. 10 minutes-will continue to the next class time).

The following day, the students will continue writing their scripts on lined paper. When done, I will conference with each student individually to review and edit their writing.

I will assist each student in typing their paragraphs in the *Write About This* app in the Quick Write feature of the app.

Group Work: Students will practice reading their scripts to a friend to prepare for the audio recording of their paragraphs to create the writing prompts on the *Write About This* app.

Closure: Students will have the opportunity to use the iPad to create a writing prompt which includes words, a picture, and an audio recording.

Method(s) of Assessment of Student Learning: The students were assessed informally and formally throughout this unit of study. In this particular lesson, the students were given a comprehension quiz at to assess their knowledge about kites (see comprehension quiz in separate word document).

Student Groupings: This lesson consisted of small group instruction as well as students working independently.

Materials:

- All About Kites book by Elizabeth Austin
- Smart Board
- iPad (*Write About This* App)
- Pencils

- Lined Writing Paper (first draft)
- All About Kites Comprehension Quiz

Consortium Software/Internet/Subscription sources: We used the consortium subscription for the iPad application *Write About This*. We also used a leveled book from the Internet source Reading A-Z.

Other References/Resources:

- Reading A-Z (<https://www.raz-plus.com/books/leveled-books/book/?id=179&lang=English>)

Reflection: The students truly enjoyed learning all about kites. They were able to take responsibility for their work and they were really excited about recording their voices on the iPad. In order to differentiate, I was able to guide the students to pick sections to write their paragraphs on that I thought they would be the most successful at. This definitely led to the students taking pride in their work. For the future, I would like to have printed out the differentiated levels of the book All About Kites from Reading A-Z so that the students that are capable can use the text with more complex language to get information for their writing prompts. The app *Write About This* was fantastic, but I would like the prompts to be able to be put together instead of them all being saved individually. I look forward to continue using this app in the future!

Kites/Kites Unit of Study by Raquel Goldsmith (elementary)

District: Bethpage UFSD

School: Central Boulevard School

Grade: 2nd (6 students)

English Proficiency Level: Expanding

Stand-Alone ENL Class

Lesson/Unit Title: Kites/Kites Unit of Study

Description of Prior Learning: The ELL students in second grade have been learning all about kites over the duration of a two week unit of study in ENL Class. The students engaged in a variety of activities that encompassed listening, reading, writing, and speaking. At the conclusion of this unit of study, we will be visiting the Cradle of Aviation Museum in Garden City to participate in an interactive educational workshop entitled, "Kites!" During this workshop, the students will have the opportunity to build and create their own kites as well as learn about the parts of a kite and the many uses of kites. The students will learn about how kites were precursors to airplanes as a result of the invention of the Chinese people 3,000 years ago. In this unit, the students have already read the book All About Kites and completed a KWL chart, they have already been taught the sequence/temporal words. Visual aids and hands-on activities will allow the students to develop a clear definition of the history of aviation. The students will develop and enhance their command of the English language by engaging in cooperative group work, and asking and answering questions.

CCLS English Language Arts Standard(s):

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- CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
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- CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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- **Grade 2 (W.2.2):**
 - Identify a topic.
 - Identify facts and definitions to develop key points.
 - Students will use information from the book All About Kites (key content vocabulary) and the facts they learned on the field trip to develop a paragraph based on their assigned section (ex: content vocabulary: spar, gauges, diamond kite, Benjamin Franklin, spool, spine, stunt kite. As well as, the steps on how to make a kite, kite safety, and the history of kites learned at the Cradle of Aviation Museum)

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

Learning Target: How can we write an informative paragraph using information from non-fiction text?

Do Now: Please take out your All About Kites Books and scan through the book looking at the pictures and words. Turn and talk with your partner about 3 facts you learned from the book (students will be timed approx. 2 minutes.)

Mini-Lesson/ Review:

3. **Review Do Now:** Students will share some of their facts as a whole group.

4. **Assign Topics for Writing Prompts:** Students will have the opportunity to pick a section they are most interested in becoming an expert on to write and record about using the *Write About This* application.

Sections

- **History of Kites**
- **Many Uses of Kites**
- **Different Types of Kites**
- **Kite Safety**
- **Parts of a Kite**
- **How to Make a Kite**

Independent Work: Students will be directed to use the table of contents and the non-fiction text features in their books to find the section they have chosen. Students will be given lined writing paper to use to write their scripts "sloppy copies" of their paragraphs. Students will be able to use information from the book, field trip, and any other background knowledge they have learned throughout the unit to write their scripts. Students will be encouraged to use the sequence/temporal words in their writing. (approx. 10 minutes-will continue to the next class time).

The following day, the students will continue writing their scripts on lined paper. When done, I will conference with each student individually to review and edit their writing.

I will assist each student in typing their paragraphs in the *Write About This* app in the Quick Write feature of the app.

Group Work: Students will practice reading their scripts to a friend to prepare for the audio recording of their paragraphs to create the writing prompts on the *Write About This* app.

Closure: Students will have the opportunity to use the iPad to create a writing prompt which includes words, a picture, and an audio recording.

Method(s) of Assessment of Student Learning: The students were assessed informally and formally throughout this unit of study. In this particular lesson, the students were given a comprehension quiz at to assess their knowledge about kites (see comprehension quiz in separate word document).

Student Groupings: This lesson consisted of small group instruction as well as students working independently.

Materials:

- All About Kites book by Elizabeth Austin
- Smart Board
- IPad (*Write About This* App)
- Pencils
- Lined Writing Paper (first draft)
- All About Kites Comprehension Quiz

Consortium Software/Internet/Subscription sources: We used the consortium subscription for the IPad application *Write About This*. We also used a leveled book from the Internet source Reading A-Z.

Other References/Resources:

- Reading A-Z (<https://www.raz-plus.com/books/leveled-books/book/?id=179&lang=English>)

Reflection: The students truly enjoyed learning all about kites. They were able to take responsibility for their work and they were really excited about recording their voices on the IPad. In order to differentiate, I was able to guide the students to pick sections to write their paragraphs on that I thought they would be the most successful at. This definitely led to the students taking pride in their work. For the future, I would like to have printed out the differentiated levels of the book All About Kites from Reading A-Z so that the students that are capable can use the text with more complex language to get information for their writing prompts. The app *Write About This* was fantastic, but I would like the prompts to be able to be put together instead of them all being saved individually. I look forward to continue using this app in the future!

All the Cats in the World by Casey Schmieder (Middle School)

District: Bethpage UFSD

School: JFK Middle School

Grade: 6-8

Stand-Alone ENL Class

English Proficiency Levels: Emerging- Expanding

Lesson/Unit Title: Short Story Unit- Timeline Sequencing of Events, "All the Cats in the World."

Description of Prior Learning:

Students have been reading the fiction short story titled, "All the Cats in the World" by Sonia Levitin. This lesson comes during the second week of a month long unit on short stories. Students have already learned the following concepts:

- Close reading using the color coding system
- Annotating the text
- Answering GIST questions
- Point-Read process
- Vocabulary Front loading for all unit stories
- Plot/ Plot Maps
- Sequencing of events in a story using the elements of plot

CCLS English Language Arts Standard(s):

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BCCI NLAP -MAD/GLAD Linguistic Demands:

- Grade 6 (RL.6.2):
 - Identify adjectives that describe details (ex: mean, old man, filthy cats, Monica was sad, foolish, stubborn)

- Use words that summarize the text (ex: Overall, At the end, Totally)
- Grade 6 (RL.6.3):
 - Use words or phrases that signal a sequence of events (ex: First, Next, Last, At the end, though)
 - Identify words or phrases that signal the change of direction in a plot (ex: but, yet, after that, however, on the other side)
- Grade 6 (W.6.2):
 - Identify facts, definitions, quotations, examples and/or details related to the topic (ex: students highlighted the the text for important details, will learn content vocabulary, and will choose quotations to support their timeline events.)
 - Identify multimedia that can strengthen the topic (ex: pictures of certain concepts and plot events to support reading, and use READ WRITE THINK Timeline app to support their knowledge of plot.)

Procedure:

Aim: How can we sequence order of events of a story using a timeline?

Do Now: Take out your "All the Cats in the World" and scan your annotations. Write the GIST at the bottom of each page of the story. Be prepared to share!

Mini-Lesson/ Review:

1. **Review Do Now:** Do Now as a whole group.
2. **Review Plot** of "All the Cats in the World."

Independent Work:

3. **Timeline:** Graphic Organizer-- differentiated by level (4 events vs. 6 events)
 - a. Complete the different organizers to sequence the events.
 - b. Find key details to support the events-- drafting stage.
4. **Read Write Think: Timeline Interactive**→
 - a. Students will use the Timeline Graphic Organizer to complete the following sections of the interactive timeline:
 - i. Title of Event
 - ii. Brief Summary (approx 15 words)
 - iii. Long Summary of Event (30-40 words)
 - b. Students will only complete the number of events on the timeline that they were designated (4 vs. 6 events)

Group Work:

5. **Share:** Share your timeline with a partner! Go over the events, how they are the same and how they are different with each other!

Closure: Discuss: How did this interactive timeline help you understand how to sequence more efficiently? Explain!

Method(s) of Assessment of Student Learning:

"All the Cats" Story-- Rubric Assessment

CATEGORY	4	3	2	1
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events nor to compare events.
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Spelling and Capitalization	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct.	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.

Student Groupings: Whole Class and Individual

Materials: "All the Cats in the World" by Sonia Levitin short story, graphic organizers, Timeline- Readwritethink, and chromebooks.

Consortium Software/Internet/Subscription sources: Timeline, Readwritethink.com

Reflection:

Students really enjoyed this lesson. They were able to navigate the Timeline website by Readwritethink.com. Next time, I would use a blank Timeline from the actual website to use as a graphic organizer. It took a little while longer for them to complete the online Timeline because the graphic organizer was not identical to the online site. In addition, the differentiation of how many events they had to use really helped. Students were at the perfect level- and I really was proud of how the differentiation worked. I will definitely be using this website when we do more sequencing work in the future!

Gravity and Motion by Tracy Zito (elementary)

School: Kramer Lane Elementary School (Bethpage UFSD)

Grade(s): 1-2

English Proficiency Level(s): Emerging - Expanding

Lesson/Unit Title: Gravity and Motion / Introduction to Motion

Description of Prior Learning: Next school year, each elementary building district wide will have a dedicated STEM lab for students and teachers to actively engage in science, technology, engineering and math. In preparation for this exciting new change, ENL students have been participating in a series of STEM based lessons in order to help them understand the world around them and how things work. Our first science thematic unit explored the theme of force and motion.

BCCI Language Arts Progressions:

(RI.1.1) Ask and answer questions about key details in a text.

(RI.1.2) Identify the main topic and retell key details of a text.

(SL.1.1) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small groups.

(SL.1.2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

(SL.1.6) Produce complete sentences when appropriate to task and situation.

Next Generation Science Standards:

K-PS2-1. - Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2. - Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Content Objective:

Students will be able to investigate different types of motion and sort objects into categories according to their motion. (*What is motion? How Can I Move?*)

Language Objective(s):

Students will be able to answer who, what, where, why and how questions about the text. (*What is motion? What are some ways we can move? Why are movements different?*)

Students will be able to use words and phrases to express an opinion about the topic.

(*My favorite kind of movement is running. I like jumping the best because...*)

Students will be able to produce complete sentences with both a subject and a predicate.

(*The boy is flying a kite. The girl is sliding down the slide.*)

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

Day 1

1. Teacher and students will create a KWL anchor chart about motion and add information about how objects move. (*What are some things that you already know about motion? What are some things that you would you like to find out or learn about motion?*)
2. Students will read What is Motion? by Natalie Hyde n a small group using EPIC Books and an interactive Smart Board. They will answer questions from the embedded teacher created quiz while reading to check for understanding.

Day 2

1. Teacher will facilitate a group discussion to activate prior knowledge of motion.
2. Students will watch a Brain Pop Jr. video clip entitled "Pushes and Pulls".
3. Teacher and students will discuss vocabulary and elaborate on questions that are asked throughout the video.
4. Students will take the interactive online quiz after watching and discussing the video as a group.

Day 3

1. Students and teacher will read Pushing and Pulling by Natalie Hyde in a small group using EPIC Books and an interactive Smart Board.
2. Students will independently use a sorting mat to sort various pictures of items that can be pushed or pulled.

Day 4

1. Students will use the Bitsboard Pro iPad application to review various movements and motions.
2. Students will choose 2-4 different movements and create original sentences for each word using the Pic Collage application.

Day 5

1. Students will write about their favorite kind of movement using the Write About This application or in the STEM journals.
2. Teacher will assess student's collages using a teacher created rubric from iRubric.

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

Materials:

- ☐ iPads
- ☐ BitsBoard Pro application
- ☐ Pic Collage application
- ☐ Write About This application
- ☐ Student STEM journals
- ☐ chart paper / anchor charts

- ☐ teacher created rubric (iRubric)

Software/Internet sources:

- ☐ What is Motion by Natalie Hyde - EPIC Books
- ☐ Pushing and Pulling by Natalie Hyde - EPIC Books
- ☐ Computer with Internet Access
- ☐ SMART Board
- ☐ Login for Brain Pop Jr.

Reflection: Students were engaged throughout the entire unit learning about motion and integrating technology using various websites and iPad applications. English Language Learners from different proficiency levels had fun while working together and discussing science vocabulary and exploring the theme. I was pleased to see the students using academic vocabulary in both conversations and writing. My favorite part of the unit was that it encouraged young learners to think "outside the box" and prove their thinking through hands-on and engaging learning experiences. These types of skills are essential as 21st century learners.

Cold Spring Harbor Central School District

Understanding the Holocaust by Christine Copley (secondary)

District: Cold Spring Harbor

School: Cold Spring Harbor High School

Grade: 8-12

English Proficiency Levels: Transitional, Expanding

Lesson/Unit Title: Understanding the Holocaust

Stand-Alone ENL Class Integrated ENL Class

Description of Prior Learning: Students have learned about WWII in their Global Studies and American History classes. They are reading *Night* by Elie Wiesel and *The Cage* by Ruth Minsky Sender in their English classes.

CCLS English Language Arts Standard(s):

Writing

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RI.9-10.7](#)

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

[CCSS.ELA-Literacy.W.9-10.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.9-10.8](#)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

BCCI NLAP –MAD/GLAD Linguistic Demands:

Common Core Anchor Standard (SL.1): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Common Core Anchor Standard (SL.2): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

Common Core Anchor Standard (SL.5): Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCLS Social Studies Standard(s):

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science

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

- The teacher tells students that they will be doing a project on the Holocaust and asks students about what they know about it.
- Students fill in the Know column and What they want to learn column of a KWL chart about the Holocaust. They discuss it with each other.
- The teacher gives students a list of Holocaust vocabulary words to find pictures and definitions that they have to type into their Googledocs shared presentation.
- Students watch short Brainpop videos relating to the Holocaust and WWII and answer the quiz questions.
- Students fill in some of the answers to their questions on the KWL chart.
- Students then watch the documentary One Survivor Remembers on Teaching Tolerance.org: <http://www.tolerance.org/kit/one-survivor-remembers>
- Students discuss important and emotionally moving events and write down 5 takeaways about Gerda Weisman's experience.
- After, the teacher and students read the interview of Gerda Weisman and discuss important points. Students write down and add important information to the documentary notes.
- While this is happening, the teacher is reading and summarizing important parts of the books they are reading in English class and answering questions about the books.

- Students research the Holocaust by looking for information on the internet to answer their questions from the KWL chart. They will also find basic information like the who, what, where, when, why and how of the event.
- The teacher will show them how to use Glogster.com to showcase their research.
- Students will create a poster on Glogster about the Holocaust using the information they found when researching. They will include pictures, video, links, and voice recordings.
- They will link their poster in their shared Google slide project.
- They will present their projects to the class.
- The teacher will grade their presentation using a rubric. They will receive a group grade for the Google Slides presentation.

Student Groupings: ☒ Whole Class ☒ Small Group ☒ Individual

Materials: KWL Chart

Consortium Software/Internet/Subscription sources:

iPads, laptops, Brainpop.com,

Other References/Resources: Tolerance.org, Glogster, googledocs

Reflection: The students were really interested in learning about the Holocaust. They were truly touched and asked many questions related to the subject. This project helped them gain some background, vocabulary and insight into the subject. This helped them with being completely engaged in the Holocaust novels they were reading in English class.

Animals and their Habitats by Lorie Siegel (elementary)

District: Cold Spring Harbor

School: Goosehill Primary School

Grade: 1

English Proficiency Level: Expanding

Lesson/Unit Title: Animals and their Habitats

Objective: Know that animals have different habitats and needs.

Integrated ENL Class (Science)

Description of Prior Learning: The class went on a field trip to the Cold Spring Harbor Fish Hatchery. During the field trip, the class observed many amphibians, reptiles, and fish in their natural habitats.

CCLS English Language Arts Standards:

Writing Anchor Standard 1 (W.1.1)-Write an opinion piece in which they introduce or state topic, state opinion, supply a reason for the opinion, and a sense of closure.

Reading Anchor Standard 3-Grade 1 (RI.1.6) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

BCCI NLAP -MAD/GLAD Linguistic Demands:

(W.1.1)

NLAP-Grade 1 (W.1.1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

MAD-Write Persuasively with Reasoning and Evidence

GLAD-Write Opinion Pieces Stating the Topic or Name of Book, Opinion, Reasons and Closure

Linguistic Demands: 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., I think; I didn't like; I liked). Use concluding words and phrases (e.g., the end, in the end) to complete a piece.

(RI.1.6)

NLAP-Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

MAD-Assess Author's Point of View

GLAD-Differentiate Information Provided by Pictures and Words

Linguistic Demands: Use sentence structures (e.g., the text says ____; here it says that ____) to describe the information provided by the text. Use sentence structures (e.g., the pictures show ____) to describe the information provided by pictures.

CCLS Science Standard: LS4.D: Biodiversity and Humans-There are many different kinds of living things in any area, and they exist in different places on land and in water. Know that animals have different needs.

Procedure:

Day 1: My small guided reading group read *The Best Home for a Whale is the Ocean*. We previewed various habitats on vocabulary cards before reading this book. After reading pairs discussed the best habitat for a whale and why. (RI.1.6) This book is written in the format of an opinion piece. As a group, we discussed the important words an opinion piece of writing.

Day 2: Class trip to the Cold Spring Harbor Fish Hatchery. Students looked at, fed, discussed and touched various fish, amphibians, and reptiles. The animals were observed in their natural habitats.

Day 3: Vocabulary review- The whole class holds a discussion about the animals and their habitats that were seen on the field trip. As a class, the students take turns matching animals to their habitats on a chart. Following this discussion, the class each student completes a "one pager" ** (please send me an email to view a copy) ** to access vocabulary/concept understanding. The "one pager" is differentiated for two different levels of reading.

Day 4: In my guided reading group, we took turns pulling plastic animals out of a bag. Pairs identified each animal and its habitat. I explained that the animal that the student picked from the bag would be the animal for their opinion piece. Each student would be writing about the best habitat for each animal and why. (W.1.1)

Together, we mapped out how the opinion piece would flow on a large chart paper. The paragraph would sound something like this:

I think the best habitat for a _____ is _____. The _____ is the best habitat because _____. Another reason it is _____ . If you want to find a _____ you should go visit a _____.

For example, the finished product made by a student could look like this- "The best habitat for a frog is near a pond. The Pond is the best habitat because the frog has webbed feet to use in the water. The frog lays eggs in the water. If you want to see a frog, go to a pond.

Students began their opinion pieces.

Day 5: Students continued to work on their opinion pieces. When students needed more information to write their opinion piece, they referred to library books on their chosen animals. Students needed to read and identify information about the animal's habitat from these books. (RI.1.6.)

Students edited their work using the attached check list sheet on the bottom of their writing. Students illustrated their animal in its habitat.

Throughout the Week: For practice using the animal and habitats vocabulary my ENL student worked on Bitsboard Pro with this information, so that he could incorporate these words better into his writing, while the rest of the kids were on other apps on the classroom iPads. I left the app available for other children to try when they were able.

Method(s) of Assessment of Student Learning: The one pager served as a way to see if the students comprehended the vocabulary and concepts of the animals and their habitats at the Cold Spring Harbor Fish Hatchery.

The opinion piece served as an assessment of (1) animal and habitat vocabulary, (2) why an animal should live in a certain habitat, and (3) the ability to write an opinion piece.

Whole Class

Small Group

Pair Work

Individual

Materials: one pager habitat activity, small plastic animals, animal and animal habitat photos for matching, The best home for a whale by Amy Long (Guided Reading Level F), habitats vocabulary cards

Consortium Software/Internet/Subscription sources: Bitsboard Pro

Reflection: I feel lucky that I co-teach with an amazing, flexible teacher. However, there are so many time constraints on planning and changes in the school schedule that there were more time lapses than expected between different parts of the lesson.

East Islip UFSD

Geography of Communities by Krista Caruso (elementary)

District: East Islip

School: Connetquot Elementary

Grade: 2

English Proficiency Level(s): Transitioning/Expanding

Lesson/Unit Title: Geography of Communities - Landforms

Stand-Alone ENL Class Integrated ENL Class

Description of Prior Learning:

Students have been learning about the geography of communities in social studies. Students were first introduced to different landforms in their social studies textbook, as well as a Brain Pop Jr. video.

CCLS English Language Arts Standard(s):

RI.2.2 Identify the main topic of a multi-paragraph text.

W2.2 Write informative text in which the student introduces the topic and uses facts and definitions to develop key points.

SL.2.5 Create an audio recording.

L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BCCI NLAP -MAD/GLAD Linguistic Demands:

RI2.2: MAD - Identify Main Idea of Overall Text and Focus of Individual Paragraphs

GLAD - Identify words that appear throughout the text to identify the main topic.

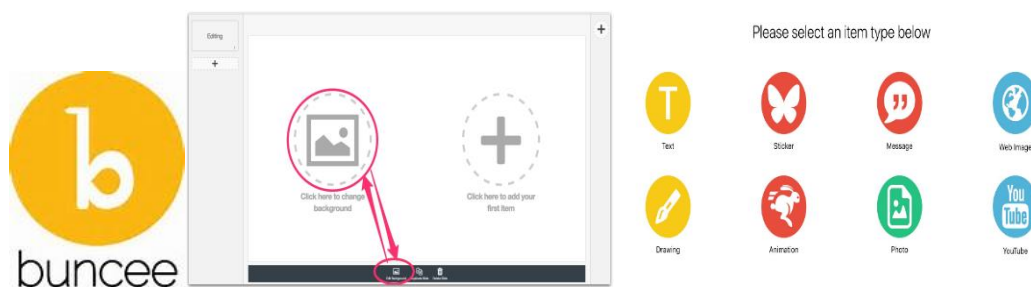
W2.2: MAD - Write Informative/Explanatory Texts Naming Topic and Include Facts

GLAD - Identify a topic; identify facts and definitions to develop key points.

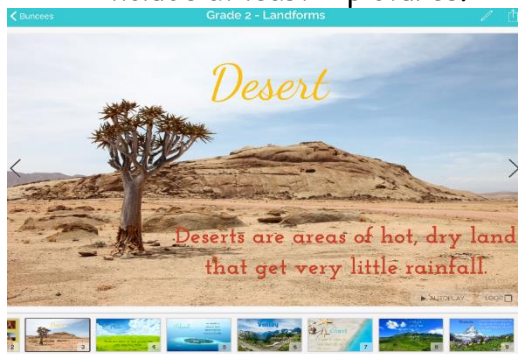
Procedure:

1. After choosing a landform to research, students will do a close reading of a non-fiction passage about the landform. (Teacher models with a land-form that hasn't been chosen.)

2. Teacher models how to complete the "Non-Fiction Notes" graphic organizer with her own topic. Students will then complete their own "Non-Fiction Notes," in which they will define their landform and list 2 most important facts as well as any key words they learned about their landform.
3. Students will share their facts with a partner, as teacher conferences 1:1 with students, to ensure all students chose relevant and important facts.
4. Teacher will use a projector to introduce students to the *Buncee* program and show students a model Buncee. (Teacher will demonstrate how to change the background, add text and pictures.)



5. Students will use a checklist to complete the first slide of their Buncee presentation. The following day, students will repeat with their second slide.
 Slide 1 - Students chose a background image and include a definition of their landform.
 Slide 2 - Students write two important facts about their landform and include at least 2 pictures.



6. Once all slides have been completed, teacher will "share" each slide in the iPad application *Book Creator* - a book-making program that allows students to record their own voices.
7. Using the iPad, students will record their voices in *Book Creator*.



Method(s) of Assessment of Student Learning:

Students will be assessed using the *Buncee* Checklist. They will be assessed on their completion of their two *Buncee* slides and the relevance of the facts they chose.

Student Groupings: Small Group Individual

Materials:

- Computers and iPads
- Non-fiction close reading passages
- "Non-fiction Notes" graphic organizer
- Buncee checklist

Consortium Software/Internet/Subscription sources:

- Buncee (website or app)
- Book Creator app

Reflection:

Overall the students really enjoyed this lesson. They liked that they could choose their own topic (landform) and do independent research. They also really liked working with the *Buncee* program. Students enjoyed searching for and adding pictures related to their topic. Students also really liked that they were able to record their voices for their presentations via *Book Creator*.

While *Buncee* provides a child-friendly program that allows students to use technology to present information, we did experience some glitches along the way. For the sake of time (working with second graders and computers), all students were logged in under my name, and on several occasions we experienced students' work being deleted by their peers, accidentally, since they were all working under the same log-in. This became time consuming and ultimately the whole project took longer than I had anticipated. For this reason, I would recommend *Buncee* for upper elementary and beyond.

World Tour by Diane Chiofalo and Derek Blieberg (elementary)

District: East Islip

School: JFK and RCK Elementary Schools

Grade(s): 3/4

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

Lesson/Unit Title: World Tour

☒ Stand-Alone ENL Class

Description of Prior Learning: Students have studied these countries in their classrooms throughout the year as part of the Social Studies curriculum. The countries targeted were Zambia, Japan, and Brazil.

CCLS English Language Arts Standard(s): Key Ideas and Details:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

BCCI NLAP-MAD/GLAD Linguistic Demands: __Reading for Information:

Common core Anchor Standard RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from text.

~Common Core Grade 3 Standard RI3.1: Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.

Main Academic Demand : Draw inferences using evidence from text.

Grade Level Academic Demand: Ask and answer questions referring explicitly to the text.

CCLS Mathematics Standard(s):

CCLS Social Studies Standard(s): Compare and Contrast # 3:

Identify multiple perspectives by comparing and contrasting people's point of view in differing world communities.

Procedure: First, since the students are new to our state, New York's 'Statue of Liberty' was chosen as our model destination. Additionally, collaboratively, teachers and students decided on exciting landmarks from the countries they have already studied in their classrooms. Teachers provided websites and text-based questions for students to read

and then locate responses in the text. This was done on the projector as a group activity. Students took turns highlighting pertinent information to answer questions. Students were instructed to TTQA, while responding to questions. After answering questions, students were required to type those answers into paragraph form to represent the information that will be displayed and shared on the Tour Builder tour of the selected landmarks. Then, together, teachers and students located their target destinations on Tour Builder and chose the views and other photographs to import and share.

Method(s) of Assessment of Student Learning: 1. Text-based questions. 2. Formative assessment- Teachers reviewed the 'Non-Negotiable' chart which highlights basic writing/grammar rules and students revised as they wrote. Then students peer-edited, where student's revised and edited each other's paragraphs. 3. Paragraph writing - student's worked individually to complete paragraphs. 4. Presentation on 'Tour builder' website. 5. Oral presentation to class members as a 'Share.'

Student Groupings: ☒ Small Group ☒ Individual

Materials:

- 3rd grade Social Studies book: Passport to World Communities
- Consortium Software/Internet/Subscription sources: Tour Builder website, i-pads, lap tops.
- Teacher made worksheets.
- Other References/Resources: easyscienceforkids.com, dkfindout.com, oddizi.com, mocomi.com, Sciencekids.co.nz/sciencefacts/engineering/statueofliberty.html

Reflection: This activity generated much enthusiasm and continued interest. Most students asked if they could research their home countries. This is a great starting point for next school year. We could start the school year with an "All About Me" activity using Tour Builder and other sites.

My Five Senses by Jenny O'Connell (elementary)

District: East Islip

School: Timber Point Elementary

Grade(s): 1st

English Proficiency Level(s): entering

Lesson/Unit Title: My Five Senses

☐ Stand-Alone ENL Class ☐ Integrated ENL Class (Insert Content Area)

Description of Prior Learning: Students listened to various read alouds about the five senses, and watched a brain pop video, specifically targeting vocabulary.

CCLS English Language Arts Standard(s): RL.1.4, RI.1.1, RI.1.4, RI.1.5, RF.1.1, W.1.2, SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2

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

Grade 1 (RI.1.2)

Identify the main topic and retell key details of a text.

- Identify words that appear throughout the text (e.g., nouns and related pronouns and/or verbs) to identify the main topic.
- Identify words (adjectives) and transitional words (e.g., sequencing words— when, then, after, most) to recount key details.
- Use adjectives that provide details about the text.
- Identify words that appear throughout the text (e.g., nouns

Grade 1 (SL.1.1)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.
- d. Seek to understand and communicate with individuals from different cultural backgrounds.

CCLS Mathematics Standard(s): (if applicable)

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

CCLS Science Standard(s): (if applicable)

- 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., What do you think? Do you disagree/agree?).
- Use words and phrases that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said?).

Procedure (What the Teacher(s) Does/Do & What the Students Do): Together, we worked on a unit on the five senses.

1. Teacher read various non-fiction texts and showed a brain pop video about the five senses.
2. Students then labeled and illustrated a mini-book about the five senses.
3. Next, students were given pumpkins.
4. Together, using a pumpkin adjective chart, we went over specific adjective vocabulary that we would use to describe a pumpkin.
5. Students then created their own pumpkin observation journals utilizing both the five senses and adjective vocabulary.
6. Students also created a fall poem integrating the use of their five senses.
7. Students shared all writing and illustrations with class.

Method(s) of Assessment of Student Learning: Students created a mini book and poem on the five senses. They also kept a pumpkin observation journal.

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

Materials: chart paper, markers, crayons, colored pencils, various texts on the five senses, chart on the five senses, brain pop video on the five senses, pocket chart, pumpkins, pumpkin observation journal, adjective chart about pumpkins, five senses, booklets, five senses poetry template, leaf templates, watercolor paint.

Consortium Software/Internet/Subscription sources: ipad-book creator, brain pop

Reflection: My students truly enjoyed this unit. As an extension activity, students wrote a poem integrating the season of fall with their five senses. Then, they chose a leaf pattern and were able to use watercolor paint to paint their leaf. The most exciting part for them was using a pumpkin to keep an observation journal.

Civil War Movies by Pamela Solomon (Middle School)

District: East Islip

School: East Islip Middle School

Grade(s): 7 and 8

English Proficiency Level(s): Entering and Emerging

Lesson/Unit Title: Civil War Movies created using BrainPOP

Stand-Alone ENL Class

Description of Prior Learning: My students are newcomers to our country and reading *To Kill a Mockingbird* in their 8th grade ELA class. To make the novel more comprehensible, it is essential to provide my students with background knowledge. In order to accomplish this goal, I utilized several videos and slide shows about the Great Depression and segregation that existed in the United States during the 1930's.

CCLS English Language Arts Standard(s):

ELA Reading for Informational Text CCLS:

7.1, 8.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.2, 8.2- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

ELA Writing Standards CCLS:

7.2, 8.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7.4, 8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening CCLS:

7.1, 8.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7/8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

7.2, 8.2- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

7.4, 8.4- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

7.5, 8.5- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

BCCI NLAP -MAD/GLAD Linguistic Demands:

Reading for Information:

7.1,8.1-Cite Several Pieces of Textual Evidence to Support Inferences:

- Use words and phrases to cite (e.g., according to the author; the author says; here it states).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that).

7.2,8.2-Summarize Text and Analyze Development of Two or More Central Ideas:

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine two or more central ideas (e.g., two central ideas can be exemplified by related words—wood/wooden; flammable/fast burning/fire hazards).
- Analyze transitional words and phrases (e.g., but, because, despite, actually).
- Use words and phrases that support summarization (e.g., this text is mostly about; the main argument is;

Writing:

7.2,8.2-Write Informative/Explanatory, Well-Structured Texts That Introduce and Develop a Topic, Using Precise Language and Style

- Identify facts, definitions, quotations, examples and details related to the topic.
- Identify multimedia that can strengthen the topic.
- Use introductory words and phrases to introduce a topic clearly, presenting the ideas that will follow.
- Use a variety of words (e.g., in contrast, especially, because, thus, therefore, hence, even though) to link ideas and information.

- Use Tier 2 words found in writing but seldom in oral language (e.g., allocated, adjusted, benefit, analyze, evaluate, access) and Tier 3 words or technical words (e.g., delta, pharaoh, mummification).
- Use appropriate words (e.g., as a result, for these reasons, to sum up, overall, due to, obviously, all in all, indeed, definitely), to provide a concluding statement restating the topic.
- Use and maintain a formal style throughout a text

7.4,8.4- Produce Clear and Well Structured Writing, Developing Relevant Details or Reasons in a Manner That Meets the Needs of the Audience and Purpose, Using a Multicultural Perspective This standard does not have an example of a linguistic demand because it requires that students produce writing according to task, purpose and audience. For examples of text excerpts, refer to the Reading for Information, Reading Literature and Speaking and Listening standards for 7th and 8th grade.

Speaking and Listening:

7.1,8.1-Participate in Collaborative Conversations Follow Rules for Discussions Pose and Answer Questions That Connect Ideas Acknowledge New Information and Justify One's Own Views

- Use words and phrases to review key ideas (e.g., The key ideas that were considered were).
- 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 sentence structures that facilitate reflection and paraphrasing (e.g., The author thinks that but you/I think that; This is different because).
- 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 that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said?).
- Use words and phrases to explain (What I mean is; What you are saying is).

7.2,8.2-Analyze the Purpose of Information Presented in Diverse Media and Formats Evaluate the Motives behind Its Presentation

- Identify the purpose of information and evaluate the motives.
- Identify words and phrases (nouns, pronouns and verbs) that are repeated throughout the text and to evaluate the purpose and the main idea. • Use sequencing and chronological markers (e.g., then, after that, in the beginning, in the end) to present a topic.
- Use words and phrases (e.g., like, unlike, whereas, similar to, contrary to, on the one hand, on the other hand) for comparing and contrasting.
- Use cause and effect words (e.g., because, since, so, the consequence was, the reason was, yet) to present information.
- Use signal words (e.g., however, but, nonetheless, even though, notwithstanding) to convey a change of direction.
- Use introductory words and phrases (e.g., in fact, an example, in other words, for instance) to present examples.
- Use transitional words and phrases (e.g., to add, in addition, furthermore, moreover) to convey add information.
- Use concluding words and phrases (e.g., although this may be true, in contrast, different from, of course, but, at the same time) to present evaluation of the text

7.4,8.4-Present Claims and Findings with Relevant Evidence, Reasoning and Details

- Identify claims (interpretations; e.g., All she did—it seemed a small thing—) and findings (facts; e.g., toss down on the table a golden apple).
- Identify/use nouns and associated pronouns (e.g., Peleus and his wife Thetis/ they/their) to describe the subject.
- Identify/use transitional words and phrases (e.g., but, when, then) to present points in a coherent manner.
- Use words and phrases (e.g., for instance, as an example) to introduce details.

7.5,8.5- Integrate Multimedia and Visual Displays to Clarify Information, Add Interest and Strengthen Evidence This standard does not have a linguistic demand since it requires that students use drawings and/or visual displays in their presentations.

Procedure:

- We read Benchmark ELL readers on the Civil War (*The North and the South*, *The Battle of Gettysburg*, and *The Underground Railroad*). They completed several activities with these books. The students utilized Tree Maps (Thinking Maps) to

summarize the events of the Civil War. This graphic organizer was used as a reference to begin their BrainPOP movies.

- Students were presented with a BrainPOP movie model (teacher created).
- Students chose a question relevant to the Civil War (e.g. What was the Underground Railroad?)
- My ELLs created at least three slides on MyBrainPOP answering their question. My BrainPOP allows students to create slides with relevant pictures and text.
- Students have the option to record their own voices or use a computer generated voice for their final presentation.
- My ELLs worked in pairs to edit and revise their BrainPOP movies. The teacher assisted with the final editing process.
- A rubric was utilized to assess the final presentation.

Method(s) of Assessment of Student Learning: I created a rubric to evaluate their presentations.

Student Groupings: Whole Class, Pair Work, and Individual

Materials: Benchmark Books on the Civil War (*The North and the South*, *The Battle of Gettysburg*, and *The Underground Railroad*).

Consortium Software/Internet/Subscription sources:

- iPads
- MyBrainPOP
- Google and Google images (for background knowledge)

Other References/Resources: You Tube videos

Reflection: This project was for Entering and Emerging ELLs, as it provided them with essential background knowledge necessary to comprehend the theme of racism in *To Kill a Mockingbird*. My students were excited to demonstrate their knowledge of the Civil War by developing a BrainPOP movie. "MyBrainPOP" is user friendly. Once introduced to the program, students were able to navigate it independently. They enjoyed creating their movie slides, as well as choosing the images for each movie slide. My students took pride in their work and their comprehension about aspects of the Civil War was evident.

East Moriches UFSD

Taking Care of the Earth by Marisa Aiello (elementary)

District: East Moriches

School: East Moriches Elementary

Grade(s): K-1

English Proficiency Level(s): Entering & Emerging

Lesson/Unit Title: Kindergarten CC Domain 11 Taking Care of the Earth

Stand-Alone ENL Class Integrated ENL Class

Description of Prior Learning:

Students have been exposed to land, water, geography, etc. from their previous NYS CCLA Domains

CCLS English Language Arts Standard(s):

BCCI NLAP -MAD/GLAD Linguistic Demands:

STD SL.K.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups

STD SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

STD L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

STD SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

STD SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

STD L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. STD L.K.1b Use frequently occurring nouns and verbs.

STD L.K.5c Identify real-life connections between words and their use.

STD L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Main Academic Demand

Explain why people have a special responsibility to take care of the earth.

Explain that Earth is composed of natural resources (land, water, and air) and that humans, plants, and animals depend on Earth's natural resources to live.

With prompting and support, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud.

Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read aloud, including answering why questions that require recognizing cause/effect relationships

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/ informational read-aloud

With assistance, categorize and organize facts and information within a given domain to answer questions.

Grade Level Academic Demand

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

Kindergarten Maps and Globe Inquiry:

HYPERLINK "<http://www.c3teachers.org/inquiries/maps-and-globes/>"
<http://www.c3teachers.org/inquiries/maps-and-globes/>

K.6: Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.

- (K.6a) A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.
- (K.6b) Places and regions can be located on a map or globe, using geographic vocabulary.
- (K.6c) Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.

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

This is presented as a Read-Aloud with coloring and labeling in between each image. This



gives an opportunity for informal assessment throughout the lesson. Teacher glues images to an Earth Anchor Chart as the lesson is being taught.

Show image 1A-1: Earth from outer space

Hi, kids. It's me, Earth. Some people call me the world, some call me the planet, and some even call me Mother Earth. But you can just call me Good Old Earth. This is what I look like from outer space, from somewhere beyond our friend the moon. From outer space, I guess I look pretty small. You can see that I am mostly blue. That's because I'm mostly covered with water. But you can also see lots of green and brown. Those are the colors of the land where people live. Of course, I am also covered by a nice blanket of air. You can't see the air, but you can see the white clouds that float around in it.

Students will color the first 2 pages in their booklets; a picture of earth. Students will label (with a word box hand out) land, water and around the earth, air & atmosphere to show understanding.



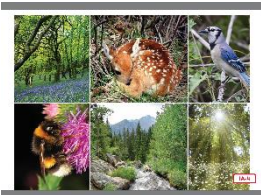
Show image 1A-2: A waterfront town

I like your farms and your nice little towns. I like the great big cities you've built. They're incredible! I don't even mind the roads you've built all over me. I like to feel your boats floating on my oceans, seas, and lakes, and your airplanes kind of tickle a little as they zoom through my skies.

Students will color the next 2 pages in their booklets; a picture of a town and label building, house, clouds and tree and a picture of a city and label



Show image 1A-3: Happy kids Most of all, I like you kids. I like to feel your little feet running around, I like to hear you laughing, and I especially hope that you enjoy and appreciate all the beautiful and amazing places on my surface. Let's take a look at some of these places together.



Show image 1A-4: Forest, water, and mountains People live on land, but you are not the only living things that depend on, or need, the land. Animals, plants, and people all need to share the land with each other.

Describe what you see in the picture.

Of course, the flowers, trees, and grasses aren't there just to be pretty. They're important for all the creatures that live here: from the squirrels and birds that live in the trees, to the bees that buzz around drinking nectar from the flowers, to the animals that eat the grass.



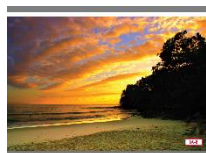
Show image 1A-5: River It's the same with rivers and other bodies of water, such as lakes and streams. They're nice to look at, and nice to swim around in or paddle down in your canoe. But they're also home to many creatures, from fish, to snakes and turtles, to snails. And their waters are important in many ways for you people, too.



Show image 1A-6: Blue sky here is a photo of the beautiful sky. On this day, the sun is shining brightly, and a few puffy white clouds are floating through the air. Every time you look up in the sky from now on, I want you to think of the air that's there. You'll want to listen very carefully when I tell you about keeping the air and skies clean. After all, the air is what you breathe every few seconds, every single day.



Show image 1A-7: Child People are the most intelligent creatures here on Earth. You're the ones who built big cities and invented cars and computers. You make medicines for people and animals, and you have schools and airplanes and many other important things. You people are truly amazing. You can do many, many things that no other living creature here on Earth can do. That gives you extra responsibility: because you're the smartest, all living things depend on you to take care of me. You have to share the earth; you're in it together.



Show image 1A-8: Sunrise I want people to truly enjoy living here. Every morning when you wake up and see the sunrise, I hope you will say, "Great! It's the start of another wonderful day on beautiful Earth!" To make sure 6 Inhale and exhale deeply. You are breathing air in and out, even though you can't see the air. 5 Can you think of ways that water is important to people? How do people use water? 7 So it's your job; you're expected to take care of the earth.

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

- Respond to questions, reread pertinent passages of the read-aloud and/or refer to specific images.
- Identify and Label parts of earth, towns, and cities and write about Earth.
- Entering and Emerging students will play a created Earth Matching Game on Bitzboard app.

Ask and Answering questions in a group setting while creating an anchor chart with words matching pictures If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses, using richer and more complex language.

Ask students to answer in complete sentences by having them restate the question in their responses. 1. Literal what are some other names for Earth? (The world, the planet, Mother Earth)

2. Inferential what three things make up the earth? (Land, water, air)

3. Inferential Give examples of where you find water on the earth. (Oceans, lakes, ponds, rivers, streams)

4. Inferential Why are land, water, and air important to people? (People need land to live on, water to drink, and air to breathe.)

5. Literal why do people have special responsibilities to take care of Earth?

Student Groupings: Small Group

Materials: Image cards from engageny flip book, Earth Day Booklet, papers, pencils, crayons, glue, iPad

Consortium Software/Internet/Subscription sources: Bitzboard, Youtube.com

Other References/Resources: engageny.org

Reflection: Common Core lessons move fast and have challenging language for ELLs.

Modifying and slowing down the first lesson provides a foundation that even entering and emerging students can find engaging.



A Close Read of Steve Jobs by Eneida Corona Mirra (Middle School)

Grade Band: 5-6 ELA/ENL

Integrated co-teaching

Class: Number of ELLs- 3 males, 2 females

Proficiency levels:

Emerging (Low Intermediate)- A student at the Emerging level has some dependence on supports and structures to advance his or her academic language skills but has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

Transitioning (Intermediate)- A student at the Transitioning level shows some independence in advancing academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).

Expanding (Advanced)- A student at the Expanding level shows great independence in advancing his or her academic language skills and is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

CCLS/+NYS Standards and Indicators: The New York State ESL learning standards: Intermediate Grades 5-8

Standard 1

Students will listen, speak, read, and write in English for information and understanding.

Indicator:

This will be evident when students listen and speak in their triad groups as they discuss chapter 9 from the novel, Bud Not Buddy. Also evident when students read the Steve Jobs' speech and write out GIST statements, graphic organizer and close reading guide to complete their text dependent questions using syntax of past tense description.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

RI.6.1

I can cite text-based evidence to support an analysis of informational text.

Indicator:

This will be evident when students write their Evidence-Based Claims Graphic Organizer.

RI.6.2

I can determine the main idea of an informational text based on details in the text.

Indicator: __This will be evident when students read, discuss and write their text dependent questions using syntax of past tense description.

Unit: ELA, Grade 6, Module 2A, Unit 1, Lesson 9

Theme: Text-Dependent Questions and Making a Claim: Digging Deeper into Paragraphs 12-14 of Steve Job's Commencement Address (and connecting to chapter 9).

Instructional Objectives:

After a small group reading of Steve Job's speech, students will create GIST statements for each pertaining paragraph using the Forming Evidence-Based Claims Graphic Organizer. Students will also participate in triad groups to discuss chapter 9 from the novel *Bud, Not Buddy* and use the close reading guide to complete text-dependent questions using the syntax of past tense description with 75% accuracy.

Duration: 1-2(60 minutes) session

Content Objectives:

SWBAT / I can...

1. I can read Paragraphs 12-14 of the Steve Jobs speech closely in order to answer text-dependent questions.
2. I can make a claim using details from Paragraphs 9-14 of the Steve Jobs speech.
3. I can connect the events described by Steve

Jobs in Paragraphs 9-14 of his speech to those
experienced by Bud in the novel *Bud, Not
Buddy*.

Language Objective(s): Listening-(process, understand, interpret, and evaluate spoken language in a variety of situations). Speaking-(engage in oral communication in a variety of situations for an array of purposes and audiences). Reading-(process, interpret and evaluate written language, symbols and text with understanding and fluency). Writing-(engage in written communication in a variety of forms for an array of purposes and audiences).

Key Vocabulary:

Lesson 8- heaviness, lightness, animated, feature film, studio, heart, renaissance, convinced, settle

Lesson 9- claim, evidence

Motivation:

The teacher(s) takes time to "unpack" learning targets for the lesson. Teachers are checking for understanding and reviewing when applicable. Questions are pose for further student explanation. Students engage in whole class discussion from last nights HW that pertains to todays lesson (the novel Bud Not Buddy by Christopher Paul Curtis

Developmental Procedures:

- Students will listen and speak in their Triad Discussion—Questions from Chapter 9 of the novel, Bud Not Buddy. ENL teacher takes the opportunity to ask/check for understanding questions from Chapter 9 of Bud, Not Buddy from lesson 8, homework assignment, addressing any pending questions and or providing additional clarification (Please refer to Homework: Chapter 9 of Bud, Not Buddy).

Note: ENL teacher will engage ELL during this Triad/ Pair Discussion activity. Co-teachers observed ELL in previous lessons not produce and engage in-group activities. At this time, co-teachers feel ENL teacher will model and participate within triad discussions to assure authentic assessment and support that is require to complete activity/task thus encouraging ELLs engagement and assuring comprehensible input. Co-teachers will continue to be mindful and will always encourage ELL for future pairing activities.

- Students will read and write their text-dependent questions using their close reading guide referring back text for evidence. Paragraphs 12-14 (see Stanford University Commencement Address: Steve Jobs -differentiated to include GIST space lines, italics, bold and underline words/terms and text dependent questions with space lines).

Note: ENL teacher provides various formats for ELL writing draft process. ENL teacher will continue to assess and monitor for comprehensible input in terms of require support. ENL teacher will utilize the Close Reading Guide—Paragraphs 12-14 of the Steve Jobs Speech (for Teacher Reference) to assist ELL complete text-dependent questions.

- Students will read and write to complete their Forming Evidence-Based Claims graphic organizer (paragraph 9-14). ELLs will record three details and their thinking about those details. ELLs will need to think about how the details are connected and then use that connection to make a claim.

Note: Depending on the "flow" of the lesson, co-teacher may have all students utilize the evidence based claims form instead of incorporating the note-catcher activity. May have to incorporate sentence starters to assist students in their writing.

Closing and Assessment:

- Students listen and discuss in their triads to "think-pair-share" their work (opportunity for ELLs to share their work with others, again depending on the time restrictions with their writing /drafting process).
- Students GIST statements, Forming Evidence-Based Claims graphic organizer and their text-dependent questions.

-ENL teacher continues to provide scaffolds for further clarification and/or deepen understanding of lesson.

Differentiation / Scaffolding suggestions:

- Keep in mind to re-teach, re-view, model if necessary to assure understanding, ENL teacher should be an active presence in assisting ELL, asking and answering questions, re-engaging/re-directing ELL.
- ENL/Co-teacher can also encourage and provide other forms of resources, visual and complete examples to help ELLs develop and understand key concepts.
- Encourage and provide ELLs with the space and time to process the content and requirement of the lesson.

Extensions/Independent Practice:

- ELLs could also investigate text for further supporting details and or claims. Students can also explore or further expand on their vocabulary words by using synonyms words.

Adaptations:

- Students with visuals impairments will be given preferential seating.

Contingency plan:

- If computer does not work, be prepare to utilize portable laptop or IPAD.

Reflections:

Assessment(s): Forming Evidence-Based Claims graphic organizer, GIST activity/written summaries and any pertaining additional written work-submit into student's ELA working portfolio.

References:

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East Quogue UFSD

Author's Purpose by Toni Arnone & Grisel Baltazar (elementary)

District: East Quogue

School: East Quogue School

Grade: 2nd Grade

English Proficiency Level(s): Transitioning/Expanding

Lesson/Unit Title: Author's Purpose- to persuade, to inform, to entertain

☒ Integrated ENL Class

Description of Prior Learning: Author's purpose activity: writer's workshop.

Students write a paragraph using goldfish crackers to persuade their audience that goldfish crackers are the best, to inform their audience of their nutritional value, or to entertain their audience with a humorous story about goldfish.

CCLS English Language Arts Standard(s): CCSS.ELA-Literacy.RL.2.7, W.2.2, W.2.3, SL.2.1, SL.2.3, and SL.2.5

BCCI NLAP -MAD/GLAD Linguistic Demands: RL.2.1, RI.2.1, W.2.2, W.2.3, SL.2.1, SL.2.3, and SL.2.5

Procedure: Teacher will conduct a mini lesson on author's purpose using PIE. Teacher will explain the meaning of the vocabulary words to persuade, to inform, and to entertain. Students will provide examples of each category ex: non-fiction books are written to inform, fiction books are written for entertainment, and commercials and/or advertisements are written to persuade.

Teacher will read three short passages for students to determine author's purpose. Students will work in small groups activating prior knowledge with author's purpose task card activities.

Students will use Funny Movie Maker app to create a short movie implementing author's purpose of persuasion, information or entertainment using either a fruit or vegetable as the main character.

Content Objective: I can apply my knowledge of author's purpose to either persuade, to inform or to entertain the audience about a topic of my choice.

Language Objective: I can create a humorous movie and read a passage for the audience to identify the author's purpose.

Method(s) of Assessment of Student Learning: The writer's workshop paragraph and illustration

A written paragraph clearly defining their author's purpose based on their movie

Student Groupings: ☒ Whole Class ☒ Small Group ☒ Individual

Materials: author's purpose task cards, graphic organizers, goldfish crackers, art materials and iPads.

Consortium Software/Internet/Subscription sources: Funny Movie Maker App and iPads.

Other References/Resources: Teachers Pay Teachers, Proteacher.net

Reflection: This lesson plan encompasses a variety of methods to target language in reading, writing, listening, and speaking. To engage students they were given various opportunities utilizing scaffold activities and technology. Assessing the students informally, we believe implementing comprehensible input ENL strategies our goals were met and the students were successful!

East Williston UFSD

Tellagami for Multicultural Project Presentations by Cie Antogiovanni (elementary)

School: North Side School, East Williston School District

Grades: 4

English Proficiency Level(s): Intermediate / Advanced

Lesson/ Unit Title: Tellagami for Multicultural Project Presentations

BCCI Speaking & Listening

Common Core Anchor Standard 4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

Linguistic Demand:

- Draw Evidence from various texts
- Identify facts through research
- Use words and phrases to introduce the research topic (e.g., This research is about____; it will explain that ____).
- Use sequence words and phrases to introduce multiple steps
- Use question and answer forms to recall information from experience (example: What did you learn from your research? I learned that ____).
- Use question and answer forms that focus on gathering information from print and digital sources (example: Where did you learn / find that information? What books / website sources did you used for ____? I used ____; I used the following resources ____)
- Use information from previously made planning and enhance the development of research with audio recordings and visual displays

Objective: Students will use the iPad app, Tellagami to create characters of themselves to present information based off their previous research concerning a specific country.

Prior knowledge/ Learning: Students have been researching various countries over the past few weeks and have been gathering information about a specific country of study.

Students utilized graphic organizers to organize their information into different parts of the presentation.

Procedure:

1. Teacher will show a teacher created example of the final presentation based off the country of France.
2. Teacher will reshoot the Tellagami portion of the presentation and discuss with the class what was presented in that section of the presentation.
3. Students will use a teacher created template to organize what they will say in the audio portion of the Tellagami.
4. Teacher will model/demonstrate how to create a Tellagami and the different functions the app offers.
5. Students will personalized Tellagami characters and record their voices onto the app.

Student Grouping: Students will work independently

Materials: Chromebooks, iPads, graphic organizers, research books

Assessment:

Students will be assessed on the information they presented in the audio function of the Tellagami presentation. Students are being asked to give 2 facts they learned from their research and state where they found their information. Students will have the chance to self-assess with a student friendly rubric before final grading.

Reflection: Students loved creating the Tellagami characters of themselves. The audio option worked well for all of the students in this classroom. Many students would record themselves multiple times in order to get their speaking portion correct for the audio, which was great practice for the students! One thing I would change would concern timing. This was a lot to fit into a 45 minute period. Moving forward, I would break the lesson into two days.

Tellagami News Analysis and Presentation by Gail Leibert and Jason Craven (secondary)

School: The Wheatley School, East Williston School District

Grades: 9th & 10th

English Proficiency Level(s): Intermediate

Lesson/Unit Title: Tellagami News Analysis and Presentation Project

Description of Prior Learning: Students are able to discern real from fake news.

BCCI Speaking & Listening Anchor Standard 4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

Linguistic Demand:

- Identify findings (and facts)
- Use nouns and associated pronouns to describe the subject
- Use transitional words and phrases that focus on presenting evidence in a coherent manner
- Use words and phrases that are appropriate to the purpose, audience and task.

Content Objectives and Language Objectives: Students will create and use the Tellagami app to present a current events report based on information learned through guided research.

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

1. Teacher and students review parameters of "ENL News Analysis" template and suggested information sources.
2. Teacher demonstrates the use of the Tellagami app for creation of animated presentations.
3. Students are guided in writing their news analysis using the template, and then create a customized Tellagami avatar to present their report in the Tellagami app. The animation is saved as a video to be shared with the class.

Student Groupings: ☐ Pair Work ☒ Individual

Materials: Chromebooks, iPads

Software/Internet sources: Tellagami app, list of credible news sources such as Newsela, Time Magazine for Kids, the Smithsonian, Science News for Students.

Method of Assessment: Rubric

Article Scoring Rubric

Article	Points	Scored
Student clearly states Title, Author & Source of article	3	
Student gives a full summary or description of article	3	
Student identifies 3 facts from the article	3	
Student uses 3 vocabulary words from the article	3	
Student's opinion is stated clearly and supported by evidence from the article	8	
Total points	20	

Other Resources: ENL News Analysis template

Reflection: Students found the customization of their Tellagami avatars to be fun. The ability to either record their own voices or to use the text-to-speech utility within the Tellagami app allowed flexibility that supported varying levels of student proficiency and confidence.

Eastport-South Manor Central School District

Healthy Lifestyle Habits for Teens by Mihaela Kuhnle/Jamie Carfora (Middle School)

District: Eastport South-Manor CSD

School: ESM Jr/Sr High School

Grade(s): 9-12 ENL

English Proficiency Level(s): entering/ emerging

Lesson/Unit Title: Healthy Lifestyle Habits for Teens

☒ Stand-Alone ENL Class

Description of Prior Learning: This unit was designed as part of a districtwide initiative in promoting healthy lifestyle habits for students, culminating in a poster contest at the beginning of May. The theme we tapped into was extended in scope to integrate computer lab research skills and a multimedia presentation component for the Consortium's 2017 Learning Experience.

CCLS English Language Arts Standard(s):

CCSS.ELA-LITERACY.SL.9-10.2

CCSS.ELA-LITERACY.L.9-10.2

CCSS.ELA-LITERACY.SL.9-10.5

CCSS.ELA-LITERACY.W.9-10.6

CCSS.ELA-LITERACY.L.9-10.4.C

CCSS.ELA-LITERACY.W.9-10.8

BCCI NLAP -MAD/GLAD Linguistic Demands:

Integrate Multiple Sources of Information, Evaluating the Credibility and Accuracy of Each Source

- *Make Use of Digital Media to Enhance Understanding of Findings, Reasoning and Evidence*
- *Determine Meaning of Words and Phrases and Analyze Cumulative Impact of Specific Word Choices*
- *Write for a range of tasks, purposes and audiences*
- *Draw Evidence from Texts to Support Analysis, Reflection and Research*
- *Strengthen Writing by Revising, Editing or Trying a New Approach*

CCLS Mathematics Standard(s): (if applicable)

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

CCLS Science Standard(s): (if applicable)

CCSS.ELA-LITERACY.RST.9-10.4

CCSS.ELA-LITERACY.RST.9-10.7

CCSS.ELA-LITERACY.RST.9-10.1

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

The idea for this unit on health and wellness for teenagers, came from a districtwide initiative to create awareness for healthier living habits among our students. The idea became a Project Learning opportunity for the students in the ENL Program. The project was accomplished in 3 stages, covering a 2 week time span.

Stage 1 - collecting pertinent information for the research topic, dependent on the role the student was assigned for the project (roles were assigned based on student interest). This data was compiled in a google document in dual language. New vocabulary extracted from the reading material, was recorded in a two column chart and translated to L1 (placed in this google document as well). The google doc was shared with the teachers for monitoring and immediate feedback purposes.

Stage 2 - organizing the information collected and writing a narrative paragraph using "original" language and proper in text citations. Mechanics and conventions of Standard English were emphasized.

Stage 3 - creating a group visual display using the **Thinglink** (<https://www.thinglink.com/>), a web based software

Teacher Input:

- Create a project planner with individual student roles for the project and hot links to areas of research.
- Give immediate feedback and support through conferencing and comments in google docs.
- Model effective ways to toggle between different tabs that are open at the same time (open planner, google translate, google docs, internet links)
- Model proper in text citations and works cited page in MLA format
- Outline project requirements

- Clarify grading rubric requirements
- Conduct post presentation peer-evaluation

Student Input:

- Organize all project information in a Google Document
- Share document with teacher/s
- Follow the individualized planner given by the teacher
- Input new vocabulary words and L1 translation in the chart
- Collect information and visuals (pictures, videos, diagrams, charts)
- Keep track of all sources cited
- Write a narrative paragraph using Mechanics and Conventions of Standard English
- Use "original" language
- Understand difference between plagiarizing and paraphrasing
- Use in text citations and create a Works Cited Page in MLA format

Project Roles:

1. **Physical Activity Guru:** You love going to the gym, running outdoors, and playing sports as a means of staying in good shape and feeling healthy and strong. **Your role is to put together a weekly exercise plan** that helps toning your muscles, increase your endurance, and overall energy. You will collect pictures or create video clips to demonstrate all the exercises you will use in your weekly workout plan, along with the number of sets, repetitions, and rest required for each.
2. **Health Nut** (eating habits): Your role is to research healthy eating habits and proportions of food for your age group. Also, look up healthy snack alternatives. **Create a one day meal plan that would help your friends understand what a healthy diet looks like.**
3. **Health Researcher:** Your role is to collect information on what makes today's life unhealthy, and ways to correct that. **Create a visual display of "Healthy" vs. "Unhealthy" lifestyle to accompany your findings.**

Multimedia Presentation: Use Thinglink or Book Creator to display the contents of the research.

Method(s) of Assessment of Student Learning: Formative assessments (observation, individual conferencing, comments/immediate feedback in Google Docs, self-monitoring checklist, and Multimedia Project RUBRIC).

Student Groupings: ☒ Small Group ☒ Individual

Materials: internet resources

Consortium Software/Internet/Subscription sources: Thinglink, Book Creator, Google Drive

Other References/Resources: Each student received a planner with individualized internet links that addressed the area of research assigned. The planner was shared in Google Drive.

Reflection: At the time this plan was drafted, the project was ongoing, so it is not possible to formulate an overall reflection at this time. Students are currently working on Stage 1 of the project, compiling all the necessary research data for the group project. A more detailed reflection, along with students' work samples will be available at the time of presentation.

What are Healthy Foods? by Megan Burley-Dwyer (elementary)

District: Eastport-South Manor

School: Tuttle Avenue School

Grade(s): Kindergarten

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

Lesson/Unit Title: What are healthy foods?/What does it mean to be healthy?

☒ Integrated ENL Class (Kindergarten classroom)

Description of Prior Learning:

*This lesson is part of a unit about nutrition. The students previously watched the Brain Pop Jr. video called "Eating Right." The students learned vocabulary such as "healthy, unhealthy, junk food" as well as healthy food items (different fruits, vegetables, dairy, grains, lean animal proteins, etc..). The students put this vocabulary, along with pictures, on the Vocabulary Wall in our room. The students sorted real food items into healthy and unhealthy groups.

CCLS English Language Arts Standard(s):

Writing Standards:

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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

To activate prior knowledge and to engage, the students will play a matching game on Bitsboard to review healthy food vocabulary.

On the carpet, the teacher will introduce labeling to the group by showing them the illustrations in the book The Vegetables We Eat by Gail Gibbons. The teacher will tell the students that they will get to make their own book about their favorite healthy foods.

The teacher will model with her own paper booklet. Each page of the booklet has the following cloze sentences: *I like to eat _____ . _____ are healthy.* The teacher will think aloud about one of her favorite healthy foods and illustrate it. She will model using the vocabulary word wall to find the food, and label the illustration. She will then write the word in the blanks of the cloze sentences. The teacher will also model sounding out a word if it is not on the word wall.

The students will think-pair-share their favorite healthy foods with one another on the carpet.

Each student will then receive their own paper booklet, illustrate their favorite foods, label, and write to complete the cloze sentences. When the students are finished, they will read their booklets to a partner.

Later in the day, or the next day, while students are working in centers or with a co-teacher, the teacher will work with each child individually to publish their book with Book Creator on the iPad. The teacher will prepare the books by typing the title and sentences the students wrote in their paper books. With guidance, the students will take pictures of their illustrations and embed them into the e-book. They will type their name on the front cover, choose a picture about nutrition from saved pictures on the iPad, choose the font for the text in the book, and choose a page color. The students will then add sound to their e-book by recording their voice reading the book.

Closure: The students will share their published books with the class by displaying it on the smart board. The students in the class will use sentence starters to ask the author questions or to give positive comments.

Method(s) of Assessment of Student Learning:

Formative assessment: The teacher will informally assess the students throughout the lesson by observing their choices of food for the booklet to determine if they understand the difference between healthy and unhealthy food. The teacher will also assess the students' understanding of labeling and vocabulary by observing their pictures and labels.

Student Groupings: ☒ Small Group ☒ Pair Work ☒ Individual

Materials:

Book: The Vegetables We Eat by Gail Gibbons

Paper booklets with cloze sentences

Pencils

Crayons

Vocabulary Word Wall with pictures of healthy food items

Ipad

Smart Board/computer

Consortium Software/Internet/Subscription sources:

*BrainPopJr. ("Eating Right" lesson)

*Bitsboard App on iPad

*Book Creator on iPad

Reflection:

This lesson can be taught over a period of a few days. I taught it in a co-teaching environment, and got to work with small groups and individuals during center time. If someone taught it during a stand-alone session, they would have to add activities for the children to complete while they worked with students individually on the publishing portion. This lesson was taught to kindergarten students, but if the group consisted of first graders or older, they could probably do the publishing on their own. The students enjoyed publishing their work using Book Creator. It is user friendly.

Poetry by Jen Murray (elementary)

District: Eastport South Manor Central School District

School: Eastport Elementary

Grade(s): 3-5

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

☒ Stand-Alone ENL Class

DESCRIPTION OF PRIOR LEARNING:

Students will be introduced to various poetry forms, poets and works through books, websites and other online resources.

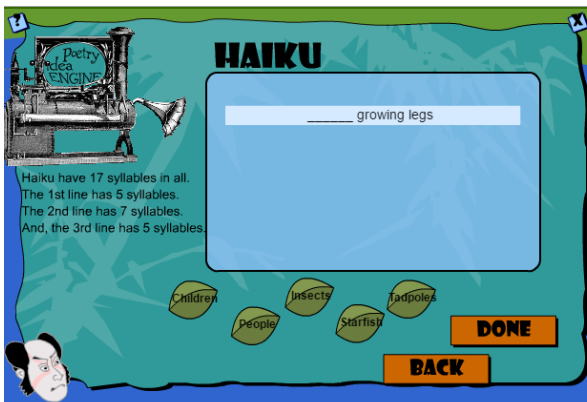
CCLS ENGLISH LANGUAGE ARTS STANDARD(S): (REQUIRED)

SPEAKING AND LISTENING STANDARDS K-5	
Standard 1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
Standard 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Standard 4	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
READING STANDARDS FOR LITERATURE K-5 [RL]	
Standard 2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Standard 5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Standard 11	Recognize, interpret and make connections in narratives, poetry, and

	drama, to other texts, ideas, cultural perspectives, personal events and situations.
READING STANDARDS: FOUNDATIONAL SKILLS (K-5)	
Standard 4	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Writing Standards K-5	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Note: I am including poetry writing in this category.)
BCCI NLAP –MAD/GLAD LINGUISTIC DEMANDS: (REQUIRED)	
Writing Anchor Standard 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
Writing Anchor Standard 11	Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital and oral presentations, employing a variety of media and genres. (Create and present a poem , narrative, play, artwork or personal response to a particular author or theme studied in class.)
CCLS Mathematics Standard(s): (if applicable) N/A CCLS Social Studies Standard(s): (if applicable) N/A CCLS Science Standard(s): (if applicable) N/A	

PROCEDURE (WHAT THE TEACHER DOES & WHAT THE STUDENTS DO):

- To begin this unit, students will view a BrainPop video that provides an excellent introduction to poetry. (Later, we will also view a video about Pablo Neruda.)
- Students will read and discuss several poems by various poets, such as Jack Prelutsky and Shel Silverstein. Students will identify characteristics of each poem, such as form, rhyme scheme, unique shape (e.g. concrete poetry), etc.
- Students will consider and discuss the question: ***Does a poem have to rhyme?***
- Students will “play” with an interactive poetry generator available on the Scholastic website. With guided assistance, students place words into lines of poems to create haiku, limericks and other poems. This activity will help students recognize and become more familiar with the structure of various poetry forms.
http://teacher.scholastic.com/writewit/poetry/flash_pie.htm



- Students will complete poetry frames to experience how easy poetry-writing can be!
- Students will have the choice to write additional poems or use one of the previous poetry frames again to write a different poem. Students will write a total of 4-5 poems each.
- Students will type up poems and add graphics or drawings to illustrate their work.
- The final activity of the project will feature students reading one or two selected poems they have written while I record!

METHOD(S) OF ASSESSMENT OF STUDENT LEARNING:

Student Groupings: ☐ Whole Class ☒ Small Group ☐ Pair Work ☒ Individual

(Choose all that apply)

MATERIALS:

- iPad for recording students' readings of poetry and compiling work and videos for presentation using BookCreator
- Smartboard for viewing/reading/listening to various poems and presentations by poets
- Poetry handouts, including outlines for students' own original writing

CONSORTIUM SOFTWARE/INTERNET/SUBSCRIPTION SOURCES:

- iPads
- BrainPop

- BookCreator and/or iMovie

OTHER REFERENCES/RESOURCES:

Various resources utilized/borrowed from Scholastic:

<http://teacher.scholastic.com/poetry/index.htm>

Video lessons featuring Jack Prelutsky and Karla Kuskin

BrainPop Poetry Video:

<https://www.brainpop.com/english/writing/poetry/>

REFLECTION:

We haven't completed the lessons yet; therefore, I will provide a reflection at the time of the Celebration.

Brazil by Sherri O'Hagan and Stacey Chiavola (elementary)

District: Eastport South Manor

School: Dayton Avenue School

Grade(s): 3rd Grade

Since the two ENL teachers have two small third grade groups they combined them for this project so that they are able to do pair work and group work.

English Proficiency Level(s):

Entering, Expanding, Commanding

Lesson/Unit Title: Social Studies unit: Brazil

☐ Stand-Alone ENL Class

Description of Prior Learning:

Students have been studying various countries throughout the school year. They have studied The United States, China, Ireland, and Russia. They have been comparing the various countries traditions, culture, economy, agriculture, family systems, shelter and food.

Objectives:

ELA

I can demonstrate and explain main concepts I have researched about Brazil.

I can design a visual display with a video presentation using information I organized.

ENL

I can write grammatically correct sentences to express the main idea of at least 4 various topics about Brazil.

I can verbally express my research in a presentation to reflect the facts I have researched.

CCLS English Language Arts Standard(s):

Reading Standards for informational text

- 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer
- 3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing Standards

- 3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
- 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.7 Conduct short research projects that build knowledge about a topic.

Speaking and Listening

- 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas

and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. e. Seek to understand and communicate with individuals from different cultural backgrounds.

3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language

3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.

BCCI NLAP-MAD/GLAD Linguistic Demands:

Reading

RI.3.4 MAD: Analyze the meaning and impact of word choice

GLAD: Determine meaning of academic and domain-specific words and phrases in text

Linguistic Demands:

- Identify tier 1 (words found in everyday conversation), tier 2 (words found in writing but seldom in conversations and that can have multiple meanings), and tier 3 (technical words) words in a text.

RI.3.5 MAD: Analyze the relationship of linguistics and text structure

GLAD: Use text features and search tools to locate information efficiently

Linguistic Demands:

- Use words and phrases to identify text features and search tools

RI.3.9 MAD: Compare and contrast similar texts and subjects

GLAD: Compare and contrast key points presented in two text on the same topic

Linguistic demands:

- Identify compare-and-contrast words and phrases in a text
- Identify word endings and convey comparisons
- Use sentence structures to compare and contrast words and phrases to discuss similarities and differences between text

Writing

W.3.2MAD: Examine and convey complex ideas and information

GLAD: Write informative/Explanatory text to examine a topic using facts, definitions, details or illustrations and concluding statements using linking words

Linguistics demands:

- Identify a topic.
- Identify facts, definitions and details related to the topic.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas.
- Use concluding words and phrases (e.g., in the end, finally) to provide an ending and restate the topic.

W.3.5 MAD: Strengthen writing by revising. Editing or typing a new approach

GLAD: With guidance and support from peers and adults, plan, revise and edit a writing

Linguistic Demands:

- Use questions forms for clarification and to ask for suggestion to and from peers

W.3.7 MAD: Conduct research projects based on questions and understanding

GLAD: Conduct research projects on a topic

Linguistic demands:

- Use words and phrases to introduce the research topic (e.g., This research is about____; it will explain that ____).
- Identify books and/or sources that deal with the same topic but use related words (e.g., for the water cycle, students can find the following titles that deal with this topic using associated words: A Drop Around the World, Barbara McKinney & Michael S. Maydak [1998] and the Snowflake: A Water Cycle Story, Neil Waldman [2003]).
- Use sentence structures to introduce different sources used in the research (e.g., We used the following trade books and websites ____).
- Use sequence words and phrases to introduce multiple steps (e.g., first, second, then, after) in a science observation (e.g., the water cycle).

Speaking and Listening

SL3.1 MAD: Prepare and participate in conversations, expressing their points of view clearly and persuasively

GLAD: Participate in collaborative conversations, follow rules for discussions, build on other's talk by linking comments and staying on topic

Linguistic Demands:

- Use words and phrases to contribute to conversation
- Use question forms to elicit exchanges from peers or adults
- Use words and phrases that express an opinion
- Use question forms to clarify information
- Use sentence structure that facilitates linking comments
- Use words and phrases to explain

SL.3.5 MAD: Make strategic use of media and visual information to enhance and support

Presentation

GLAD: Create Audio recordings of stories or poems read with fluency and appropriate pace and visual displays to emphasize facts and details

CCLS Social Studies Standard(s):

3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

3.1a Earth is comprised of water and large land masses that can be divided into distinct regions.

→ Students will identify the continents and oceans using globes and maps.

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

3.3a Geographic factors influence where people settle and their lifestyle. Some factors are more suitable for settlement while others act as a deterrent.

→ Students will examine the geographic factors of each selected world community including physical features and climate, noting how certain factors are likely to support settlement and larger populations.

→ Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.

3.4 Communities share cultural similarities and differences across the world.

3.4a The structure and activities of families and schools share similarities and differences across world communities.

→ Students will compare and contrast the structure and activities of families and schools in each selected community with their own.

3.4b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

→ Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.

→ Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.

3.4c Members of communities meet their basic needs and express their culture in a variety of ways.

→ Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community.

3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

3.8b Arts, music, dance, and literature develop through a community's history.

→ Students will explore the arts, music, dance, and literature for each selected world community. Creation, Expansion, and Interaction of Economic Systems

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.

3.9a World communities use human and natural resources in different ways.

→ Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants.

→ Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community.

3.9b People in communities have various ways of earning a living.

→ Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community.

3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

3.10a Communities around the world produce goods and provide services.

→ Students will determine what goods are produced and services are provided in each selected world community.

→ Students will examine how the goods are produced within each selected world community.

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

While the students are working in pairs or groups the teachers are circulating the room and guiding students in their research. The teachers are helping with the collecting of data and making sure the facts the students are collecting are correct and written in a manner that make sense are written using proper English grammar.

Day 1

1. The teacher is to introduce the country of Brazil
2. There will be a discussion to determine what the students already know about Brazil.
3. The students will be asked to locate Brazil on a globe. They will determine what continent it is on. They will also identify the bordering countries and ocean.
4. The students will look to see if they can determine any land or water features that are within Brazil.
5. They students will be asked what they think the climate is because of its location. They will be asked to point out the equator.
6. The teacher will hand out and go over a glossary of terms that the students will encounter during this unit. The teacher will review all the words.
7. The teacher will introduce the Amazon River and the Rain Forest from the book, Rivers Around the World, The Amazon, Rivers in a Rain Forest, by Molly Aloian. The teacher will display pictures of wildlife and vegetation in these areas.
8. The teacher will have the students watch a youtube video, Focus on Brazil! Country Profile and Geographical Info (stop at 7:23). After watching the video the students will pair up and discuss what they learned from the video. They will each then write down five facts that they learned.
9. Each student will then share what they wrote with the group.

Day 2

1. The teacher will ask the students what they remember about Brazil from the previous lesson.
2. The teacher will hand out day 2 worksheet.
3. The teacher will now give the directions that the students are to work in pairs to read a reference book and use pre-printed reference pages to find specific informational facts about Brazil that are listed on the day 2 worksheet.
4. The teacher will assist the students in reading and finding the desired facts.

5. After the worksheet is completed each student will share their favorite fact with the class.

Day 3

1. At the start of class each student will tell one of the facts they have learned so far.
2. Students will be paired up to watch a you tube video, *Geography Now! Brazil*.
3. The teacher will then lead a group discussion about the Brazilian flag.
4. Each student will then complete a flag worksheet about the parts of the flag and then they will make a replica of the flag.
5. As an exit ticket, each student will answer a question about the flag.

Day 4

1. The students will view the facts about Brazil on the Britannica School website on the Smartboard.
2. The teacher will demonstrate how touching the tab opens up an article about the topic stated on the tab.
3. The students will then partner up and open Britannica on their devices.
4. The teacher will hand out a fact worksheet.
5. Each student will fill out a worksheet that requires them to state two facts, in complete sentences, about each of the topics listed.
6. When the partners are finished they will switch partners and share their facts with their new partners.
7. When the pairs are finished sharing the teacher will ask each student to state a fact that their partner just told them.

Day 5, 6,7and 8

The students will be given a note taking worksheet that they will complete over the next three days while working with a partner. They will take notes on the family system, food, clothing, shelter, education, language, religion, holidays, recreation, the arts and any other facts they find interesting.

For each day, the class will do the following:

1. As a group, there will be a discussion about facts that they have found up to this point. They will be asked what they think is the most interesting thing they have learned. They will also be asked about what they have learned about the following different topics: region, agriculture, economy, traditions, family systems, culture and food. They will then be asked what they would like to still find out about Brazil.
2. The teacher will have books, websites and youtube videos available for the students to use as references.
3. The partners are to use the various forms of media over the next three days to gather their notes. While working with their partners they will read articles and view websites together. The students will discuss their findings with their partners.
4. At the end of the session students will change partners and share their findings for the day.
5. At the end of each day, each student is to name a new fact that they found about Brazil.

Day 9

1. Each student will be asked what their most interesting finding was about Brazil.
2. The students will each write a paragraph about the thing they found most interesting.
3. They will share this paragraph with their partner. The partner will give feedback on the paragraph.
4. The students will then revise their paragraph.
5. The students will then edit and revise the paragraph a final time with the teacher.

6. The partners will video tape each other reading their paragraph.

Day 10 and 11

1. The students will be introduced to Thinglink. The teacher will have a map of Brazil displayed on the screen.
2. The teacher will demonstrate the features of Thinglink and show the students how they can implement information on the map.
3. Each student will be responsible for taking 4 topics and writing about them in full sentences and paragraphs. This writing will be edited, revised and edited and revised again before they pin it to the map.
4. Before they pin the map they are to read what they wrote about their topic to their partner for feedback so they can revise their writing.
5. They will read the revised piece to the teacher to assist with a second revision.
6. They will then create a pin on the map where they will display these findings.
7. Each student will also pin their video, they made on day 9 onto the screen as well.

Day 12

As a group the students will present their Thinglink to their classroom. They will read some of their facts or call on classmates to read the facts displayed. At the end of the presentation the students will take questions from the rest of the class. This will not only give the students practice in speaking English but it will also but it will show how much the students have internalize the information they have researched.

Method(s) of Assessment of Student Learning:

At the beginning of every class the teachers ask students to review what they have learned in prior lessons. This checks the students' comprehension and assimilation of information that was discussed in prior lessons. The teachers will circulate the room to interact with the students to determine if they have an understanding of the materials, concepts and vocabulary being researched. The teachers are always listening and assessing the students' English skills and understanding through discussions that take place among

the partners, groups, teacher led group discussions and one-on-one discussions the teacher has with the students. At the end of every lesson the teachers will ask students to state something that they have learned. This allows the teacher to check for comprehension of that day's lesson. When the students are writing their sentences and paragraphs that will be transferred into Thinglink the teachers will be conferencing with the students to assess what they have learned and their ability to convey the information in a formal manner of written English. When they students are presenting their project to their classroom the teacher will assess each students' verbal skills of being able to express full thoughts in grammatically correct English. The teacher will assess how they are able to stay on topic when answer questions they are asked about their project. The teachers are also assesses the students' overall understanding of the topics about Brazil that they have collected and written about during the oral presentation

Student Groupings: ☐ Small Group ☐ Pair Work ☐ Individual

Materials:

IPad/computer - with ability to video

Books on Brazil: Brazil Enchantment of the World, by Ann Heinrichs; Continents of the World, South America, by Simon Scoones, World Almanac Library; Rivers Around the World, The Amazon, River in the Rain Forest, by Molly Aloian; Continents, South America by Michael and Jane Pelusey

Brazil fact worksheet

Flag worksheet

Note worksheet

Glossary page

Reference pages

Globe and Map

Pictures of the Rain Forest and Amazon

Pictures of wildlife and Vegetation from Rain Forest

Consortium Software/Internet/Subscription sources:

Thinkling

IPad

Britannica school

Other References/Resources:

Youtube: youtube.com/10 best places to Visit in Brazil, WorldTop 10;
youtube.com/Geography Now Country Profile and Geographical Info! Brazil, Geography
Now; youtube.com/Focus on Brazil! Country Profile and Geographical Info, GEOgraphy
Focus (stop at 7:23); youtube.com/Geography Kids-Brazil, Geography Kids.

Internet: <http://www.kids-world-travel-guide.com/brazil-facts.html>,
<http://www.sciencekids.co.nz/sciencefacts/countries/brazil.html>,
<http://www.timeforkids.com/destination/brazil>,
<https://www.natgeokids.com/uk/discover/geography/countries/country-fact-file-brazil/>,
<http://easyscienceforkids.com/all-about-brazil/>,

Washing Your Hands by Sharon Wheeler (elementary)

District: Eastport South Manor School District

School: South Street Elementary School

Grade(s): K

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

Lesson/Unit Title: Washing your Hands / Healthy Habits

☒ Stand-Alone ENL Class

Description of Prior Learning: Students were exposed to a unit about being healthy in their integrated classroom. They viewed videos and read books about healthy foods, what germs were, exercise, their teeth and how to keep them healthy, with a visit from the dental van.

CCLS SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BCCI NLAP SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (listening to others and taking turns speaking about the topics and texts under discussion).

MAD - Prepare and participate in conversations, expressing their point of view clearly and persuasively.

GLAD - Participate in collaborative conversations. Follow rules of discussion and continue conversation through multiple exchanges.

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

Day 1

- 1) Students reviewed the lessons about germs using the youtube video "Germs be Smart" <https://www.youtube.com/watch?v=NoxdS4eXy18>
- 2) Teacher began by reviewing the video. Students and teacher brainstormed ideas we learned in the video (i.e. when to wash your hands, after playing with pets, using the bathroom, sneezing or coughing, playing outside and before you touch a cut or eat.) Observed students following the rules of discussions. (i.e. Look at the speaker,

listen without interrupting the speaker, raise your hand when you wish to speak or politely say excuse me, may I speak?)

- 3) Viewed the video again and made sure we had all of the important points.

Day 2

- 4) Each student chose a folded piece of paper from a cup that had one of the times we wash our hands on it from the poster "Wash Your Hands After and Before".
- 5) Each student then created a sentence in a notebook first about what they picked. (i.e. I pet my dog and then I washed my hands). They then edited it with the teacher so that the final product was spelled correctly.
- 6) Then they colored a coloring page that illustrated what their sentence was about.
- 7) These were affixed to construction paper and hung up in the hallway at school.

Day 3

- 8) Students transferred their sentences that were on the construction paper to sentence strips and practiced reading their sentences and acting out their activity.
- 9) Students were then videotaped washing their hands after or before their activity which was put into movie maker.

Method(s) of Assessment of Student Learning: Observation -monitoring participation in discussions, participation in activity and completion of project.

Student Groupings: ☒ Small Group

Materials:

Construction paper	tissues
Pre-lined writing worksheets	bathroom
Pencils	snack
Crayons	dog
Coloring pages	Band-Aid
Sentence strips	playground
IPAD	

Consortium Software/Internet/Subscription sources: Movie maker, Reading A to Z

Other References/Resources: Youtube video

Reflection: This project took a long time with only 36 minutes to do this with a variety of levels. My entering and emerging students needed much more support which left my transitioning students with little to do. I would do this again with an older group that can add more acting into it and assign different jobs, like the person who colors, the person who writes, the person who video tapes, and the person who directs. Overall I think the lessons went well. They were excited about acting out their parts. They were respectful and followed the rules for discussions in the small group setting with a few reminders to look and listen to the speaker and hold your comments until the speaker was done.

Island Park UFSD

Journeys/Visiting the Zoo by Shannon Reda, Meghan Gallagher, Stacy Berkowitz
(elementary)

District: Island Park UFSD

School: FX Hegarty and Lincoln Orens Middle School

Grade(s): K, 1 Lesson with 5, 6 Support

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

Lesson/Unit Title: Journeys Lesson 7: Visiting the Zoo Grade K, Extension- Brown Bear, Brown Bear/ Zoo Animals

Stand-Alone ENL Class

Description of Prior Learning: Students were introduced to Journeys Unit One Lesson 7, which focused on communication, specifically "How do animals communicate?" and "How do people communicate?" Students learned different types of animals that live in the zoo, as well as, understanding characters in the ELL Reader "Visiting the Zoo." Students continued using the target strategy of analyzing and evaluating.

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

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

BCCI NLAP -MAD/GLAD Linguistic Demands:

Main Academic Demand

Prepare and Participate in Conversations, Expressing Their Point of View Clearly and Persuasively

Students will select a community helper and create a dialogue synonymous with that of Brown Bear, Brown Bear

Grade Level Academic Demand

Participate in Collaborative Conversations, Follow Rules for Discussions and Ask for Clarification When Needed

Students will follow the conventions of Brown Bear, Brown Bear and collaborate with peers.

Main Academic Demand

Write Detailed Real or Imagined Narratives

Students will select a community helper and discuss reasons why they selected that specific helper.

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

- After the conclusion of the Journeys lesson using the ELL reader "Visiting the Zoo," students will be introduced to the Eric Carle book Brown Bear, Brown Bear. Teacher will spend one week going over the book and introducing the animals that are used in the book. After the conclusion of the book study the teacher will add a different component. There is an additional unit in the Journeys program that teaches the students about community workers. This will be a continuation and addition to the lesson at hand. Teacher will begin the lesson by pre-teaching vocabulary using community worker picture cards. Teacher will have student

volunteers come to the front of the room and “secretly” look at a community worker picture card. After each community worker card, teacher will review the community worker vocabulary with Buncee slides. Students will then write the new vocabulary in their ENL journals.

- Teacher will then display SmartBoard image match game for additional practice with story vocabulary. Volunteers will come to the Smart Board to match vocabulary words with the corresponding image.
- The class will work together and create a list of different community workers that they are familiar with. They will discuss and review pictures of what these community workers do and why are they so important to the community.
- Teacher will explain that the class will work together to create a class book, using the structure of Brown Bear, Brown Bear. Each student will create their own page of the book using a new community worker. Teacher will model the correct sentence structure on the SmartBoard. Students will then use the example to write their own sentences, and draw a picture of their animal on their writing template, (which will act as a script for a later activity).
- Teacher will explain to students that each student will be “performing” in a puppet show. Teacher will show students Puppet Pals apps for motivation.
- Teacher will introduce and model station activities for additional practice with story vocabulary. At station 1, students will complete a cut and paste activity vocabulary matching activity. At station 2, students will complete a cut and paste sequence activity to place the animals in the same order as they appear in the story. At station 3, students will work with the teacher to design a slide and record their script in the Puppet Pals app.
- When back in a full group the students will perform (TPR) their original story aloud together to practice for the final Puppet Pals performance.
- Together they will go in the correct order and record their final product of their own book “Community Worker, Community Worker What do you see?”
- The students will then work on an interactive vocabulary assessment using Kahoot. Each student will be provided with their own iPad and complete the assessment. The teacher will read each question aloud so the students will be able to follow along with the assessment.
- Students will then be able to watch the Puppet Pals animation they created on the SmartBoard. Teacher will also assemble students writing templates into a class book for students to read over and over.

Method(s) of Assessment of Student Learning:

Throughout the lesson there will be a variety of different ways that the teachers will assess the student's knowledge. The teachers will make informal observations throughout the entire lesson. The vocabulary will be assessed using the website Kahoot. A rubric was developed to assess the students when using the application, Puppet Pals and Chatter Pix. At the conclusion of the lesson the students will complete a writing assignment. This assignment will be collected by the teachers and assessed to see evaluate the students' performance.

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

Materials:

Brown Bear Brown Bear by Eric Carle

Ipads

Vocabulary cards

Consortium

Bunceer vocabulary presentation

Software/Internet/Subscription

Printable mini book (one per student)

sources: Buncee, Puppet Pals, Book Creator, Kahoot, iPads,

Differentiated Writing template

Microphone/Headphones, SmartBoard

Reflection: The technology introduced to us at Title III was successfully integrated into our lesson. Specifically, students worked with Buncee for learning vocabulary and Puppet Pals for designing and acting out their original play. It is evident that students were motivated and enjoyed this lesson.

Island Trees UFSD

New York State Scavenger Hunt by Jen Anderson (elementary)

District: Island Trees

School: Michael F. Stokes

Grade: 2

English Proficiency Level(s): Transitioning, Expanding

Lesson/Unit Title: New York State Scavenger Hunt

☐ Stand-Alone ENL Class

Description of Prior Learning:

This scavenger hunt is an introductory lesson explaining/modeling how to find information about New York State, using iPads, the Internet, and Google Forms.

CCLS English Language Arts Standard(s):

RI.2.1: Key Ideas and Details

RI.2.4: Determine the meaning of words and phrases as they are used in text

RI.2.5: Craft and Structure: Using text features to locate key facts or information

RI.2.7: Integration of Knowledge and Ideas

BCCI NLAP -MAD/GLAD Linguistic Demands:

RI.2.1: Reading for Information: understanding questions beginning with wh words

RI.2.4: Determine the meaning of words and phrases in text (vocabulary words: capital, nickname, agriculture, fact).

RI.2.5: Using Text Features to Find Information (subtitles, bold print, key words)

RI.2.7: Explain the Contributions and impacts of images in a text (using pictures to help us understand what we are reading, understanding images help to understand text)

Procedure:

The students will use prior knowledge when using iPads in our classroom. The students will review the new vocabulary words: state, capital, flower, tree, agriculture, nickname, fact. The students will watch the teacher model how to obtain the first answer of the scavenger hunt by clicking on the hyperlink. The students will read for understanding and answer the question. The questions pertain to various facts about New York (state nickname, capital, flower, agriculture, etc.) Once the students show an understanding of how to answer the various questions, they will work with a partner to complete the rest of the scavenger hunt.

Click on the following link to view the scavenger hunt

<https://goo.gl/forms/vRvJR8HAUI14Tr4Q2>

Method(s) of Assessment of Student Learning: There will be ongoing assessments throughout this lesson through student participation and teacher observation. Once the students have completed the questions about the state, the results will be shown on a spreadsheet in Excel that is generated by Google Forms. It will show how the students answered each question. The data collected is explained through graphs and shows areas of weakness and strengths for each student.

Student Groupings: Whole Class, Pair Work

Materials: iPads, Google Forms, document reader, VGA Adapter, eno board

Consortium Software/Internet/Subscription sources:

www.kids.nationalgeographic.com

<http://atozkidsstuff.com>

www.agclassroom.org

www.youtube.com

Reflection: This lesson was difficult for my second graders to complete independently. It was the first time they used something like this on their iPads. It took a long time to identify the answer to the questions. However, I would use the same template for my third and fourth graders just changing the content. I enjoyed putting this scavenger hunt together and look forward to applying it to other content areas.

Making our Personal Narratives Come Alive by Marissa Cifarelli
(elementary)

District: Island Trees

School: Michael F. Stokes

Grade(s): Second and Third Grade

English Proficiency Level(s): Expanding and Commanding

Lesson/Unit Title: Making our personal narratives come alive.

Stand-Alone ENL Class

Description of Prior Learning: The students have been learning how great writers create stories that are near and dear to their heart. They created a writer's heart with topics they love. From there they selected and drafted ideas for their top three ideas. They selected the one they liked best and began learning about how to write a personal narrative. They went through the writing process, drafting and editing as they learned new techniques and vocabulary that writers use when they write. This activity

CCLS English Language Arts Standard(s): RL. 2.1, RL. 2.5, W. 2.3, W. 2.5, SL. 2.4, SL. 2.5

BCCI NLAP -MAD/GLAD Linguistic Demands: Use words and phrases (verbs) to describe thoughts, adverbs to describe events, and adjectives to describe characters or settings (nouns). Using learned figurative language in their writing.

Procedure (What the Teacher(s) Does/Do & What the Students Do): This lesson is a culmination of an ongoing drafting process that the students have been working on to complete a published piece of writing. The students went through the process of learning the different ways we can make our writing better. The teacher modeled different skills that writers use when they write. The students used the models provided to apply the skill into their own writing. The writing process was a back and forth collaboration between the teacher and the students. As we learn a new strategy for writing, the students will be "newscasters", reporting on the different ways to add to your writing. Once the students have published their personal narrative they will create the final "special report" will be the students being interviewed reading their stories. We will be using the "telestory" app to record our project.

Method(s) of Assessment of Student Learning: How the students communicate

during recording in the telestory app, finished writing piece and evidence of skills taught throughout the unit incorporated into their writing.

Student Groupings: Small Group, Pair Work, Individual

Materials: anchor charts from throughout the unit, mentor texts, published writing pieces, ipads, telestory app.

Consortium Software/Internet/Subscription sources: Telestory app and ipads

Other References/Resources: Teacher's college lessons, various anchor texts that show the students examples of certain writing techniques, specific vocabulary word webs.

Reflection: My students have a difficult time brainstorming ideas and writing in different genres. The process of personal narrative writing has allowed them to incorporate various literary elements that are new to language learners while expanding their vocabulary at the same time. The telestory app allows them to practice public speaking while pretending they are news reporters. Many of the students are soft spoken so this activity was a great way for them to practice their speaking and reading skills, while listening to their peers.

Kings Park Central School District

Sight Words by Annita Buffa and Liz Bellucci (secondary)

School: Kings Park High School

Grade(s): 9-11

English Proficiency Level(s): Entering

Lesson/Unit Title: Sight Words

Description of Prior Learning:

Students are SIFE. They have had little to zero exposure to reading in English prior to the 2016-2017 school year and are not fluent readers in their first language.

CCLS English Language Arts Standard(s):

Back mapped- RF.K.3-c. Read common high frequency words by sight

Content Objectives: Pronounce and understand meaning of Dolch sight words pre-primer- 3rd grade (5 months)

Language Objectives: Students will practice pronouncing sight words and will bi-weekly progress and reflect on best study practices.

Procedure: The below procedure will be followed for each group of sight words.

Introduction to sight words:

Teacher: Introduce each sight word. Model pronunciation. Students repeat.

Students: Do you know the Spanish translation for each word? Use prior knowledge and your phones. (Teacher will provide any that are missed.)

Teacher: Explain the routine. After bell rings, 10 minutes of sight word practice. Students go to www.msperkins.com and using headphones practice listening to and pronouncing all sight words. Next students record the words they know the pronunciation and meaning of and those they don't. Finally Students will use the data they collected and analyze and reflect upon it. What words do they still need to work on? Which words do they know? What is the best way that each student can study the words that they are unsure of.

Week One: Practice, Record, Analyze, Reflect

Week Two: Practice

Week Three: Practice, Record, Analyze, Reflect

Week Four: Practice, Record, Analyze, Reflect

Final Project: Create a Bitsboard using all of the sight words in current list.

Bitsboard will include, Spanish/English and pronunciation. (Advanced students will create a sentence using the word in context)

Students advance at their own speed. Some students may master a sight word list in 2 weeks while others will take 3-4 weeks.

Student Groupings: ☐ Individual

Materials: Sight word cards, Reading/Self Assessment sheet, Data reflection/assessment sheet, Ipad/Tablet or computer.

Software/Internet sources: www.msperkins.com (sight words flash card practice)
BITSBOARD pro (App students will use to create project at end of m

www.dolchwords.net (resource for sight words)

<http://www.mrsperkins.com>

Dolch Sight Words Reading Assessment: Pre-primer

Student Name: Pablo A. Ramos

Assessment Dates: 1st 1/19/17 2nd 2/8/17 3rd _____

1	2	3		1	2	3		1	2	3	
✓	✓		a	un	✓	✓	I	s	✓	✓	run
✓	✓		and	y	✓	✓	in	en	✓	✓	said
✓	✓		away	ke	✓	✓	is	es	✓	✓	see
✓	✓		big	x	✓	✓	it	en	✓	✓	the
✓	✓		blue	o	✓	✓	jump	o	✓	✓	three
✓	✓		can	o	✓	✓	little	o	✓	✓	to
✓	✓		come	o	✓	✓	look	o	✓	✓	two
✓	✓		down	o	✓	✓	make	o	✓	✓	up
✓	✓		find	o	✓	✓	me	o	✓	✓	we
✓	✓		for	o	✓	✓	my	o	✓	✓	where
✓	✓		funny	o	✓	✓	not	o	✓	✓	yellow
✓	✓		go	o	✓	✓	one	o	✓	✓	you
✓	✓		help	o	✓	✓	play	o	✓	✓	
✓	✓		here	o	✓	✓	red	o	✓	✓	

www.bogglesworldesl.com/dolch/sightwords.htm

Name: Pablo A. Ramos Gr. Pre-primer

STUDENT DATA NOTEBOOK SELF ANALYSIS for... 1/19/17 (date)

Make an observation about the data on your reading assessment.

I notice that I need to study, away, come, it,

How can you improve your scores and make your data numbers increase?

What are some specific ways you will do this? For example: I need to be more careful with double consonant letters at the end of a one syllable word with a short vowel: full, buzz, kiss... I will do this by...

I will do this by write the words in english and spanish each day

STUDENT DATA NOTEBOOK SELF ANALYSIS for... _____ (date)

Make an observation about the data on your reading assessment.

I notice that _____

How can you improve your scores and make your data numbers increase?

What are some specific ways you will do this? For example: I need to be more careful with double consonant letters at the end of a one syllable word with a short vowel: full, buzz, kiss...

The Animal Kingdom by Rosa Ismail (elementary)

District: Kings Park Central School District

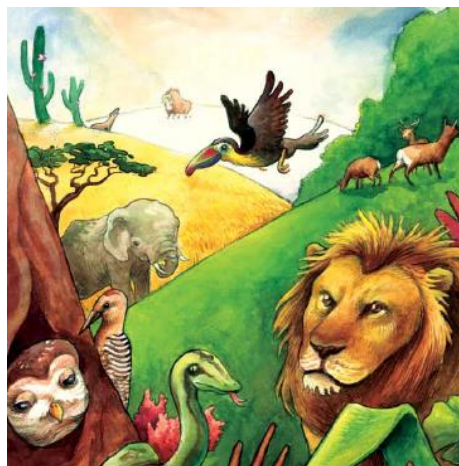
School: Fort Salonga Elem. School Grade: 3

☐ Integrated ENL Class (*STEM*)

English Proficiency Level(s): Expanding & Commanding

Lesson/Unit Title: The Animal Kingdom

Description of Prior Learning: Students should have prior experience in using the iPad, Smart Board and working collaboratively. They should also be able to use reading and writing strategies (such as using context clues & using different text features to search for support) as well as be familiar with some multiplication/division strategies.

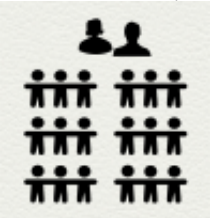

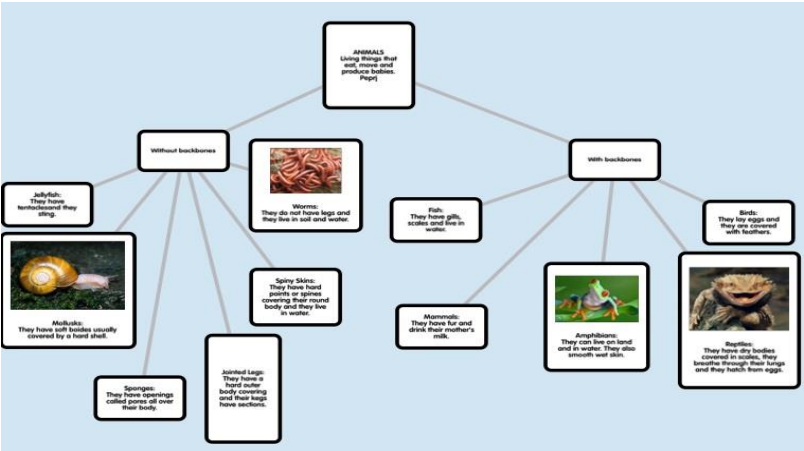


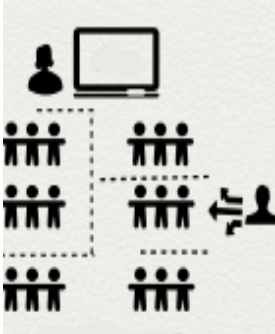

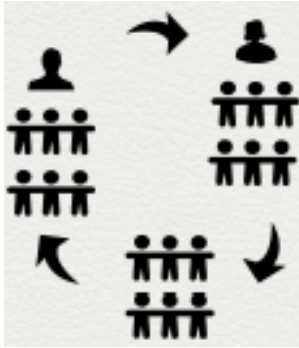
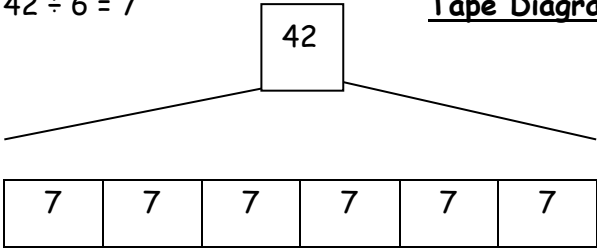
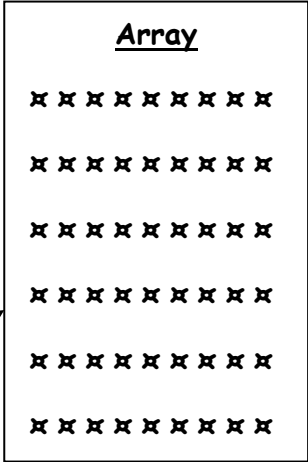
<p>CCLS</p> <p>English Language Arts Standard</p>	<p>BCCI NLAP -MAD: Main Academic Demand</p>	<p>BCCI NLAP -GLAD: <i>Grade Level Academic Demands</i></p>	<p>BCCI NLAP - <i>Linguistic Demands</i></p>
<p>RI.3.1 <u>Reading for information:</u> read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence <i>(also from <u>text features</u> RI.3.5)</i> when <u>writing or speaking</u> to support conclusions drawn from the text</p>	<p>Draw inferences using evidence from text</p>	<p>Ask and answer questions, referring explicitly to the text</p>	<p>Use who, what, where, why and how question forms based on the text <i>and words/phrases to identify text features</i></p>
<p>RI.3.4 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Analyze the meaning and impact of word choice.</p>	<p>Determine the meaning of general academic and domain-specific words & phrases in a text relevant to a grade 3 topic.</p>	<p>Identify by reading or <u>listening</u> to tier 1 (ie:animals), tier 2 (ie:produce), tier 3 (ie:mammals) words in a text.</p>

CCLS Mathematics Standards: 3.OAB.5 & B.6=Operations and Algebraic Thinking-Understanding properties of multiplication and the relationship between multiplication/division.

CCLS Science Standard: RST.6-8.5=Craft & Structure-Analyze the structure an author uses to organize text, including how the major sections contribute to the whole & to an understanding of the topic

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

Procedure:	What the Teachers Do	What the Students Do
<p>S</p> <p><u>Science</u></p> <p>Why are text features important?</p>	<p>-Review text features and importance of each prior to reading Chapters 4 &6.</p> <p>-Read aloud and elicit student responses to explain/define vocabulary in word box.</p> <p>-Model one cloze sentence together using text support.</p> 	<p>-Students work in pairs to use Chapters 4 and 6 of science textbook and specific text features (i.e.: diagrams, sidebars, bold words, glossary, etc.) to locate information and vocabulary necessary to complete song cloze. Then sing, record and create a music video for the song.</p> <p>WORD BOX</p> <p>eat</p> <p>kingdom</p> <p>mammals</p> <p>CHORUS:</p> <p>Animal _____. They need energy to produce _____.</p> <p>They _____ food so they can go and come</p> <p>Some of them are _____ like me and you</p>
<p>T</p> <p><u>Technology</u></p> <p>How can you sort/classify these animals? Explain.</p>	<p>- One teacher facilitates cooperative learning groups who are creating large paper posters while other teacher facilitates one group at a time to</p>  <p>contribute to digital version.</p>	<p>-Students work in groups to create large poster diagram and digital version via Popplet iPad App, to sort animals with and without backbones using data collected from textbook.</p> 

<p>E <u>Engineering</u></p> <p><i>What are the best materials to use to build your habitat? Why?</i></p>	<p>- Procedures and requirements explained/displayed for building a habitat.</p> 	<p>-Students individually research their animal using their textbook, library books and the Britannica School website to collect data in order to construct a habitat diorama for their specific animal.</p> 
<p>M <u>Mathematics</u></p> <p><i>What resources can we use to help us create/solve these problems? What are the most effective strategies to use? Why?</i></p>	<p>- Teachers explain directions and model examples of a division/multiplication word problem.</p> <p>-Teachers facilitate and support centers as needed and make sure students are using texts, notebooks, etc. to support themselves.</p> 	<p>-Students visit centers to solve a word problem and create one.</p> <p><u>EX:</u> There were six mother birds in their nests ready to produce young. They each laid the same number of eggs. There were 42 eggs in all. How many eggs did each bird lay?</p> <p>$42 \div 6 = 7$</p> <p><u>Tape Diagram</u></p>  <p><u>EX:</u> The pet store has four geckos, three bearded dragons and two chameleons. Each reptile needs to eat ten insects every day. How many bugs does the pet store need each day? How many insects are consumed by these reptiles weekly?</p> <p>$4 + 3 + 2 = 9$ reptiles</p> <p>$9 \times 10 = 90$ insects per day</p> <p>$90 \times 7 = 630$ bugs per week</p> <p><u>Array</u></p> 

Methods of Assessment of Student Learning: Peer assessment of math word problems for accuracy & steps (show work); Self-assess accuracy of categories (poster vs. digital); Whole class check of song cloze (agree/disagree, explain & show text support/features used); Student/Teacher created rubric for habitat construction

Materials: Smart Board, pencils, math sheets, textbooks, song cloze sheets, ELMO

Consortium Software/Internet/Subscription sources: iPads, YouTube, Popplet App, *Britannica School Elementary*: <http://school.eb.com/levels/elementary/browse/animals>

Other References/Resources: karaoke version of song by Clean Bandit ft. Sean Paul *Rockabye Baby* <https://www.youtube.com/watch?v=Gl78zFKbQbE>; Textbook (Science Horizons by Silver Burdett Ginn); www.engageny.com (photos from Gr.1 CC Dom#8)

Reflection: GLOW	G R O W
<p>-Students were actively engaged and motivated throughout the various activities. They demonstrated collaboration and self-assessment/analysis.</p> <p>-Getting the media crew (HS students) to work on the final video shoot was a good way to connect our school community and collaborate with former elementary students. The students loved the idea!</p> <p>😊</p>	<p>-In the future I would like to relinquish more control of the song lyrics to the students. Perhaps in the next song creation I could create a verse/chorus and have the students use text to collaboratively write verses and/or even vote on the song choice or each group chooses a different song to create. 😊</p>

Body & Health Unit by Mina Laucella (Middle School)

District: Kings Park School District

School: William T. Rogers Middle School

Grade(s): 7th and 8th

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

Lesson/Unit Title: **BODY & HEALTH UNIT VOCABULARY**

☒ Stand-Alone ENL Class

Description of Prior Learning: Students were previously taught the Health & Body Unit vocabulary and did some activities using newly acquired words.

CCLS English Language Arts Standard(s):

BCCI NLAP –MAD/GLAD Linguistic Demands:

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4 Determine/clarify meaning of unknown words and phrases choosing flexibly from an array of strategies.

L.2.4.e Use glossaries and beginning dictionaries, to determine/clarify the meaning of words and phrases.

L.3.1.i Produce simple, compound, and complex sentences.

SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Ask for clarification/further explanation as needed about the topics and texts under discussion

W.2.6 With guidance and support, use a variety of tools to produce and publish writing, including collaboration with peers.

CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.W.4.2.d Use precise language/domain-specific vocab to inform about/explain topic.

CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information sequentially & comparatively.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

1. Anticipatory: As a quick review of the body/health vocabulary that was recently taught, students will interactively practice them by placing the correct labels to the correct body part on 'mannequin'.
2. Bellwork: Students will label the parts of the head on handout. We will then review as a group.
3. Activities:
 - a) Teacher will describe what the students need to draw on paper (ex: draw a head, include hair; draw 3 eyes, 2 noses, 1 mouth, 1 tooth, 2 ears, etc.). As a group, we will review pictures and determine if instructions were followed and how their heads were designed.
 - b) "Meeting My World" will be read together, as students will highlight/underline difficult vocabulary. (I will have some items in paper bags for them to use their senses - as part of modeling/demonstrating). They will then complete some comprehension questions, which have also been differentiated for the students.
 - c) Students will design/construct their 'person' with the body parts and accessories given in distributed packet. Instructions will be read to them and they will be asked to repeat what is expected. This activity will be differentiated by having the more advanced students label and compose sentences (incorporating the 5 senses and activities done with these body parts) whereas the beginners will label and possibly just write an activity that is done with this body part underneath the labelled part. If time permits, we will do a peer review and modify some/all sentences.
 - d) **Closure:** Students will play "Simon Says" as part of a review of the body parts vocabulary. Depending on time, I may have a student or 2 take the role of 'Simon', to practice using the vocabulary and "Simon says touch your...."

Method(s) of Assessment of Student Learning: Students will be assessed throughout lesson with each activity to check that they are recognizing and using the vocabulary correctly.

Student Groupings: ☒ Whole Class ☒ Individual

Materials: Handouts - (reading, pre-printed body parts,), construction paper, glue, crayons, markers, colored pencils and Mannequin (with body part labels)

Consortium Software/Internet/Subscription sources: EdHelper.com (revised story appropriately for my targeted students' reading level.

Other References/Resources:

Reflection: This lesson was fantastic. The students enjoyed participating in the activities because they were very interactive and they all connected with each other.

Name _____ Date _____

Meeting My World

By Kathleen W. Redman (revised by M. Laucella for her ENL students)



Hello. My name is Jaime. I go to William T. Rogers Middle School. I really like school. Do you?

I like science most of all. I like to learn new things. I learn lots of things about my world in science.

Today our teacher told us that we have five senses. She put their names on the board: sight, touch, smell, hearing, and taste. She said we use our senses to learn about the world.

Our teacher said we use our eyes to see things. Well, I knew that! We use our eyes to see colors. We use our eyes to tell when it is night and day. We use our eyes to see our friends. Wow! I did not know we use our eyes so much!

We use our ears to hear things. I knew that, too! Our teacher said that we could not hear her without our ears. We use our ears to hear people talking. We use our ears to hear dogs barking. We use our ears to hear danger sounds, too.

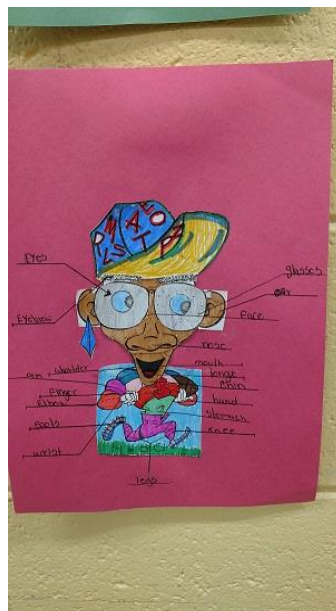
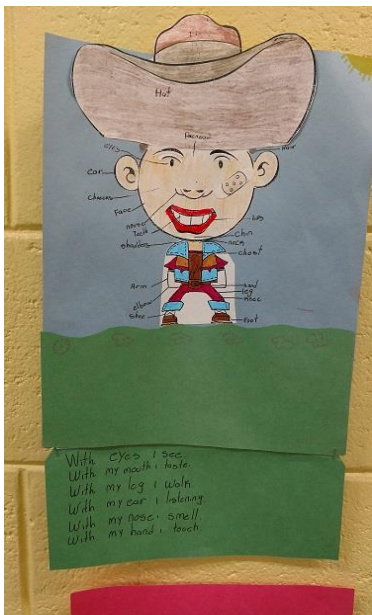
Do you know how we use our noses? Our teacher said we use our noses to smell flowers. We use our noses to smell cookies baking. We can tell when food is bad by its smell.

Our teacher said our tongues help us know about our world, too. We can taste sour things-like lemons! We can taste sweet things-like candy! We can taste salty things-like potato chips! Our tongues can tell us when something is yucky, too! Our tongues tell us that cookies are yummy.

Our teacher said that our skin tells us when it is hot. It tells us when it is cold. It tells us when it is getting hurt. It tells us that kittens and rabbits are soft. Our skin tells us that hedgehogs are prickly. It tells us that turtle shells are hard.

I guess our teacher is very, very smart. Our bodies tell us a lot about our world. All five of our senses-sight, touch, hearing, smell, and taste-help us learn about everything around us. Wow! That is so cool!

I love science! Do you?



Cause and Effect by Erica Rice (elementary)

District: Kings Park Central School District

School: RJO Intermediate School

Grade(s): 4

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

Lesson/Unit Title: Cause and Effect

☐ Stand-Alone ENL Class

CCLS English Language Arts Standard(s) and BCCI NLAP -MAD/GLAD Linguistic Demands:

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
CCLS.Writing.4.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases	Write Narratives That Describe Real or Imagined Events, Using Descriptive Details and Clear Event Sequences Structure Narrative to Describe Narrator and Introduce Characters Use Sensory Details to Describe	<ul style="list-style-type: none">• Use introductory words and phrases (e.g., once upon a time and "once there was" are common introductions in an imagined narrative) to orient the reader to a situation or narrator. Real or imagined writing can also be introduced by a description of the setting (place) or character (noun).• Use first or third person (e.g., I am or He is) to introduce the characters.• Use sequence words and phrases (e.g., in the beginning, at first, first) to signal event order.• Use adjectives (e.g., sunny, rainy, cheerful, awful) to describe sensory details.• Use words and phrases (verbs) (e.g., felt, think, thought), adverbs to describe events (e.g., slowly, quickly, rapidly) to describe thoughts, and adjectives (e.g., sunny, rainy, sad, glad, cheerful) to describe characters or

<p>and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Experiences and Events in Detail</p>	<p>settings (nouns).</p> <ul style="list-style-type: none"> • Use transitional words and phrases (e.g., but, because, however) to manage cause and effect and sequencing (e.g., in the beginning, once there was, then, subsequently). • Use words and phrases (e.g., finally, in conclusion, ever after, in the end) to provide closure.
<p>LS.Writing.4.5-</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>With Guidance and Support from Peers and Adults, Plan, Revise and Edit Writing</p>	<p>Use question forms for clarification and to ask for suggestions to and from peers (e.g., Can you explain this more clearly? Is this the right sequence of events? Why did you use that word? Do you think that? Can you help me with this section?)</p>
<p>LS.Speaking/Listening.4.1-</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, groups and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles;</p> <p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others;</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion;</p>	<p>Participate in Collaborative Conversations</p> <p>Follow Rules for Discussions</p> <p>Review Key Ideas in Light of the Discussion</p>	<p>Use words and phrases to contribute to conversations (e.g., I want to add; I think that).</p> <ul style="list-style-type: none"> • Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?). • Use words and phrases that express an opinion (e.g., I disagree/agree). • Use question forms to clarify information (Can you repeat that? What did you mean when you said?). • Use sentence structures that facilitate linking comments (e.g., You/I said but s/he said; How is that different/similar?). • Use words and phrases to explain (What I mean is; What you are saying is). • Use words and phrases to review key ideas (e.g., The main points made were). • Use sentence structures to convey the development of their own ideas (This idea is different from; Before I thought but now I think).

Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.		
LS.Speaking/Listening.4.5- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Add Audio Recordings and Visual Displays to Enhance Main Ideas or Themes	N/A
LS.Language.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., to, too, two; there, their).*		Same as standard
LS.Language.4.1 -		Same as standard

<p>demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>		
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Procedure (What the Teacher(s) Does/Do & What the Students Do):

- (Introduction Lesson) Teacher will introduce the topic of cause and effect with a demonstration of popping a balloon in front of the class. After teacher pops the balloon, he/she will ask the class why the balloon popped. When students answer that the teacher used a pin/sharp object to pop the balloon, teacher will emphasize that one action caused the other. Teacher will then place a cause and effect anchor chart on the board and discuss it with the students. After the discussion, class will look at several sentences on the board, where the students will help identify the cause and effect of each sentence (all sentences written using different cause and effect signal words that were gone over on anchor chart). Once students have a good understanding, they will work independently on a matching cause and effect worksheet where they have to cut and paste sentences, match them based on topic and then identify which sentence is the cause and which is the effect. Once students complete their worksheets, the class will go over the answers, with students reading their answers aloud.
- (Activity 1) Each student will receive a card with either a cause or effect sentence written on it. The students have to hold up their card in front of them and find a student in the class that has their matching partner card. Once all partners are paired up, the students will read their cards out loud to the class to check if they have the correct pairs. Because of the small class size, we will do this activity 3 times in one class session with different groups of sentences.
- (Activity 2) Using the Plickers app, the teacher will pose questions which ask students to identify either the cause or effect of a given sentence. Students will use their Plickers response cards to answer each question. (Ex: Which part of the sentence shows the CAUSE? Tom was hungry, so he ate a cookie. A. Tom

was hungry. B. So C. He ate a cookie.) Teacher will review answers in live time with the students and discuss any misconceptions.

- (Activity 3) Teacher will place task cards on the walls around the classroom. Students will be asked to move from task card to task card, looking at a picture or reading sentences, to identify a cause and effect for each. Students will record their answers on a response sheet. Once students are finished, the class will rotate around to all of the task cards together and review the answers.

*If students finish early during the work session, they will be directed to the BitsBoard Pro app on the iPad where they can practice identifying cause and effect, as well as review cause and effect signal words.

- (Activity 4, Culminating Activity) Students will watch a series of Direct TV commercials (students will be given a copy of the script to go along with the commercials) and will be asked to identify the series of causes and effects throughout. They will write their answers on a graphic organizer (some students will have fill in the blank). The class will review the answers and discuss how one event in the commercials led to a whole series of effects. Teacher will verbally give students other examples of one cause that could lead to a series of effects and ask students to do the same. Next, students will be given another blank copy of the graphic organizer. They will use the blank graphic organizer to write their own commercial using the same cause/effect format. Students will work in small groups to complete this task. After the students' commercials are written, students will film their own "Cause and Effect Commercials" to create a public service message or advertisement.

Method(s) of Assessment of Student Learning:

Students will be formatively assessed on their class participation during classroom discussions, worksheet activities, and the cause and effect pairing activity (#1), as well as during the work sessions leading up to the final project. Summative assessments will be used on their responses during the Plickers activity and for their group commercials.

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

Materials:

- Balloon and pin
- Chart paper and markers
- Tape
- Cause and Effect cut and paste worksheets
- Index cards (cause and effect matching sentences)
- Plickers response cards
- Task cards and response sheet (something for students to lean on when they write)
- Internet Access for Direct TV commercials

- Commercial graphic organizer
- iMovie to create commercials
- Student movie props

Consortium Software/Internet/Subscription sources:

- iPads (one for each group)
- iMovie
- BitsBoard Pro
- Plickers

Manhasset UFSD

Current Events through TeleStory by Christina Arata / Margarita Leonard (elementary)

District: Manhasset UFSD

School: Shelter Rock Elementary

Grade: 5 Co-taught ENL and General Ed Class

English Proficiency Levels: Expanding - Commanding

Lesson/Unit Title: Current Events through TeleStory

Description of Prior Learning: Students create their written Current Events as a homework project and come to class with their ‘script’ ready to video.

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

CCSS.ELA-LITERACY.CCRA.L.1

CCSS.ELA-LITERACY.CCRA.W.2

CCSS.ELA-LITERACY.CCRA.R.2

CCSS.ELA-LITERACY.CCRA.SL.5

CCSS.ELA-LITERACY.CCRA.R.10

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

What happened in your article?

Who is the main focus of the story?

Where did it take place?

Why did you choose this article?

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

Students are asked to read a newspaper article, either in print or online, on any current event topic they would like. This is done as a homework assignment. Students can select articles from websites such as Newsela.com, Timeforkids.com, scholastic.com.

Then, students are asked to write a summary of their current event into a template the teachers provide them. On this template they not only write their summary of the event but also details like where they found the article and why they chose it.

The following day in class, students are placed in groups and record their own news show using their written current events as a ‘script’. This is using the app ‘Telestory’ on ipads. At the end of the class, the teachers project the news stories onto the SmartBoard as a way to share them with the class.

Method(s) of Assessment of Student Learning: The written ‘scripts’ of their current events will be graded as well as their speaking skills using the Elementary Speaking Rubric attached.

Student Groupings: Small groups

Materials: Telestory, Ipads, Current Events template, Elementary Speaking Rubric

Reflection: A mini-lesson with a teacher example would be beneficial so students could see a model of how to present their video.

Breaking News from Shelter Rock Elementary School by Lisa Greenwald/Adriana Marquez
(elementary)

District: Manhasset School District

School: Shelter Rock Elementary School

Grades: Kindergarten-Third Grade

English Proficiency Level(s): Emerging/Expanding

Lesson/Unit Title: Breaking News from Shelter Rock Elementary School

Description of Prior Learning:

Warm-Up Activity: After a list of 10 school stories ask the class to rank which school news stories are the most "newsworthy."

CCLS. ELA- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCLS.ELA-RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriated facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 Create engaging audio recordings or stories or poems that demonstrate fluid reading at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Procedure: Ask each student to pick their most newsworthy school related story. Pick out the most important points and then write a short script of no more than five sentences, explaining what the story is about. Each student will practice their parts out, and prepare a 1-2 minute report to present to the class. Students will read the report while being videotaped.

Method of Assessment of Student Learning: Ask students to reflect on their recordings and write down what they've learned. Then, ask them to consider how they would apply the skill in a practical setting. Another form of assessment would be to have students summarize important concepts and lessons. This can be done orally, or otherwise.

Materials: iPads, TeleStory and Book Creator, microphones, <http://www.bbc.co.uk/schoolreport/27697544> (gathering news and writing news video segments)

1. Video - Writing news	2 mins 30 secs plus discussion time
2. Activity - Writing concisely	15 mins
3. Video - Scriptwriting masterclass	3 mins 49 secs plus discussion time
4. Activity - Writing for TV, Radio and Online	10 mins
5. Quiz - Gathering news	10 mins

Reflection: The students really enjoyed being part of this project. There are things that we would tweak a bit. For example, we think there are also some techniques that we would directly model, such as developing an understanding of writing a news story.

Massapequa UFSD

Comparing Cloudy with a Chance of Meatballs to the Movie by Mrs. Mary Gaynor & Mrs. Colleen Corrigan (elementary)

District: Massapequa

School: Fairfield Elementary

Grade: 2

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

Unit Title: Comparing the Book Cloudy with a Chance of Meatballs to the Movie

X Stand-Alone ENL Class

Description of Prior Learning: Prior to teaching this lesson, we received story elements with the students. In order to be reading the text, we practiced reading strategies in our small guided reading groups. Prior to the lesson, we also practiced the skill of comparing and contrasting. Within our guided reading groups, we practiced having meaningful conversation about a text. Before we read the book, Cloudy with a Chance of Meatballs to the students, we frontloaded some of the vocabulary in the book to help with comprehension.

CCLS English Language Reading Literature Standards:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Indicator: This will be evident when we use pre-reading strategies and take a picture walk through the story and during the reading while checking for understanding.

Linguistic Demands:

Use who, what, where, why and how question forms based on the text. WHO questions and answers target the subject(s) who were involved in an event. WHERE questions and answers refer to the place (or even circumstances) where an event takes place. WHY refers to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference. * WHAT questions and answers refer to the event that took place. HOW questions and answers refer to the sequence that leads to the main event or conflict (e.g., timelines or plot can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

Indicator: This will be evident when we discuss character traits and changes that occur in the story.

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Indicator: This will be evident when we discuss the story elements and the idea of structuring a story within a story.

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Indicator: This will be evident when we discuss how the pictures match the words and when we use the pictures to assist in new vocabulary acquisition.

CCSS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Indicator: This will be evident when we watch the movie *Cloudy with a Chance of Meatballs* and compare and contrast it to the book.

CCLS English Language Arts Standards:

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Indicator: This will be evident when we are discussing the story elements of the book. The students will retell scenes from the story using descriptive words and phrases. Students will be expected to retell the story using sequencing terms. The students will actively participate in discussions to address problem/solution, cause/effect, sequencing, figurative language, and vocabulary terms.

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Indicator: This will be evident when the student's compose their writing piece comparing the book to the movie. The students will use story elements to compare and contrast the book to the movie. In their published writing piece, the students will write about their favorite part from the book using full complete sentences.

CCSS.ELA-LITERACY.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Indicator: This will be evident when we preview vocabulary terms that are in the text. The students will use context clues to determine the meaning of the unknown words. We will use a PowerPoint

CCSS.ELA-LITERACY.L.2.4.D

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Indicator: This will be evident when students identify compound words from the story. We will discuss the meaning of each of the words and then discuss the new meaning of the compound word.

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Indicator: This will be evident when we discuss specific vocabulary words from the text. We will determine the meaning of the words and make text to self connections with the scenes that are being portrayed in the story.

CCLS Speaking Standards:

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Indicator: This will be evident when students engage in conversation to discuss characters, settings, and sequence of events from the book. The students will compare and contrast story elements from the book and the movie. The students will participate in collaborative conversations and we will monitor their speech.

Linguistic Demands:

- 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 that express an

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Indicator: This will be evident when the students retell parts of the story and discuss events that took place in the story. Students will need to provide descriptive details that state problem and solutions found in the text. We will record the student's responses on the iPad to add into their digital comic book.

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Indicator: This will be evident when we record the students' responses on their digital comic book. The students will take their writing in which they compare and contrast the book to the movie and record their responses. The students will add scenes from the book and the movie into their comic strip to match their favorite parts writing. The students will add visuals to their digital comic book by adding pictures of themselves and interjections to match the scenes depicted.

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Indicator: This will be evident when the students present their writing in the book creator app. The students will compose a digital comic book to compare and contrast story elements from the book to the movie. The students will present their information using pictures, writing, and audio recordings.

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Indicator: This will be evident throughout the entire lesson when students engage in conversation about scenes, story elements, and vocabulary terms. The students will engage in conversation by working with a partner to deepen their understanding of the story. The teacher will prompt students with questions to further their comprehension of the text.

CCLS Writing Standards:

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Indicator: This will be evident when students write an opinion essay about the food they would choose to fall from the sky and when they write about their favorite part of the book and the movie in the digital comic book.

Linguistic Demands:

- 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., I think ; I didn't like ; I liked).
- Use adjectives and/or verbs (e.g., liked, didn't like, was mean) to illustrate the opinion.
- Use linking words (e.g., because, so, that is why) to explain an opinion.
- Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.

CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Indicator: This will be evident when we edit our opinion writing, our comparing and contrasting writing and our digital comic book.

CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Indicator: This will be evident when we create a digital comic book on the iPad and discuss our favorite part of the movie and book with other students.

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

Day 1:

- The teacher will review vocabulary from the book *Cloudy with a Chance of Meatballs*.
- The teacher will preview the book with the students and make predictions about the story.
- The students will ask and answer questions while listening to the book.

Day 2:

- The students will review the story elements of the book.
- The students will recall the beginning, middle and end of the story.
- The students will discuss character traits and make text to self connections.

Day 3:

- The students will complete short answer questions with text evidence using sentence stems.
- The students will recall the sequence of events by matching the foods that fell together from the sky.
- The students will write an opinion statement about what food they would like to fall from the sky and explain why.

Day 4:

- The teacher will discuss the meaning of problem and solution and how authors use this text structure.
- The students will identify problems and solutions in the story by selecting pictures from various scenes and compose a sentence to describe the scenario.

Day 5:

- After completing reading the book we will send home the parent letter pertaining to our at home collaboration project and students will take turns viewing the video at home.
- The teacher will introduce the concept of compound words.
- The teacher will focus on compound words found in the text.

- The students will locate compound words using picture clues to form the new word.
- The students will create their own sentences using the newly formed compound words.

Day 6:

- After completing the book, students will write about favorite part of a book. The students will pick a picture from the book and state why it was their favorite part.

Day 7:

- We will have a class discussion about movie.
- Using a Venn Diagram we will place particular story elements to compare the similarities and differences from the book to the movie.
 - The discussion will be geared towards similarities, differences characters, setting, and plot.
 - Students will create their own Venn Diagram to chart the similarities and differences.

Day 8:

- The teacher will introduce interjections.
- The teach will show a video on interjections. The students will look at different pictures and attach interjection words to match the scenes.
- The students will pick their favorite pictures from the story. Using the Kid in Story App. We will digitally impose students to put them into the story.
- The students create a comic strip using the Book Creator App. The students will determine which interjections that want to add to their comic strip. Using the pictures from Kid in Story, we will create a comic book pages incorporating the interjections. Students will also be able to record themselves reading the interjections.

Day 9:

- After discussing the parts of the movie the students will write about their favorite part or scene. Students will use descriptive vocabulary words to state why they liked the scene so much. Students will also be expected to write in full complete sentences possibly even adding complex sentence by using FANBOYS.
- The students will write out their favorite part on the provided graphic organizer. The students will use a writing rubric to check over their composed piece.

Day 10:

- The students will use the Venn Diagram as a tool to compose a writing piece in order to compare and contrast movie and book. The students will use figurative language, sensory details, and story elements to describe the similarities and differences in the story. The students will be expected to write a descriptive essay. The students will be

expected to write a hook and a closings statement in their piece. Once this writing piece is complete, the teacher will take a picture to include in the student's comic book creation.

Day 11:

- The students will work on their iPads to create comic book filled with interjections, speech portions, and scenes from the book/movie.
- The teacher will take a photo of the child's work and add it into their comic strip. Once that has happened, the students will record themselves reading their favorite part from the book and the movie.
- The students impose themselves into the scenes of the story and add voice clips to their comic book.

Day 12:

Assessment Day

Students will work in teams to answer comprehension questions from the book and the movie using Kahoot. The students will have to recall specific details to answer questions about the plot. The students participate as a team to assess their comprehension of the text. While playing Kahoot, there will be questions that incorporate language skills addressed throughout the unit.

Method(s) of Assessment of Student Learning: The teachers will create an assessment using Kahoot. The students will assess their understanding of compound words and interjections using multiple choice questions.

Student Groupings: X-Small Group X-Pair Work X-Individual

Materials:

- iPads
- Smartboard
- Cloudy with a Chance of Meatballs Written by Judi Barret
- Cloudy with a Chance of Meatballs Movie
- Teachers Pay Teachers: Cloudy with a Chance of Meatballs Story Elements

Consortium Software/Internet/Subscription sources:

- iPads
- Book Creator
- Kid in Story
- Kahoot

- Google Drive

Reflection:

This unit turned out to be very successful for the students. The students loved reading the book *Cloudy with a Chance of Meatballs* but they were overjoyed when we told them that they would be watching the movie. Throughout the lessons, the students were engaged and intrigued. Our unit had many components to it which is why it made it such an interesting learning experience. While reading the book the students worked on so many different skills such as problem/solution, cause/effect, figurative language, compound words, self-to-text connections, and collaborative book discussions. These lessons allowed us to hit on various teaching points which was fantastic. The students loved imagining what food they would like to fall from the sky! The students really enjoyed when we worked on compound words. As we examined what compound words were and how they are formed, we were able to locate the types of foods from the book and added them to our compound word list chart. They were surprised that so many foods were compound words. We felt that a great component of the lesson was when we taught interjections. This is a fun way to add voice into the student's daily writing. This lesson was emphasized from parts of the movie. Students loved learning about interjections and making the sounds with the group! This allowed the students to connect to the lesson in a meaningful way. A major component to the unit was watching the movie. Due to time restraints in the class, we asked for parent participation with this activity. The students were so excited to bring the movie home and have a family night! Overall, we felt that this unit was thoroughly well planned and differentiated for all levels of language learners. This unit gives the opportunity to teach diverse topics and skills in a imaginative child friendly way. Since it covered multiple areas of language learning, it was spread out over the course of several weeks.

Merrick UFSD

All About Nonfiction Books by Aileen Dominguez-Perez (elementary)

District: Merrick

School: Chatterton

Grade(s): 2

English Proficiency Level(s): Emerging and Transitioning

Lesson/Unit Title: Nonfiction Books: All About

Stand-Alone and Integrated ENL Class- Writing

Description of Prior Learning:

In this unit students have researched an animal of their choice. They choose 3-4 books about the animal and used KWL charts to organize their thinking and facts they learned. Students worked on organizing their facts using main idea and details. This allowed them to create sections with headings in their books.

CCLS English Language Arts Standard(s):

W2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W6. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

S/L1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

S/L3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

L1. (a-f) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2. (a,c-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Procedure:

Development

- Model how to use the features of Book Creator by creating a book about frogs.
- Model adding text, pictures, and cover.
- Model how to change text color, background color, underlining and bolding text, and resizing and moving pictures.
- Model recording audio. Have students record themselves reading their nonfiction book aloud.
- Assist students with the first few pages of the book until they are able to work independently or somewhat independently.

Method(s) of Assessment of Student Learning:

- Write complete sentences using notes from writing notebook.
- Navigate the Book Creator app with minimal support.
- Create a nonfiction All About book using the Book Creator app.

Student Groupings: Small Group

Materials: iPad, writing notebooks

Consortium Software/Internet/Subscription sources: Book Creator App, Epic books.

Other References/Resources:

- *Frogs! National Geographic Readers Series*

Reflection:

My students enjoyed using the Book Creator app to publish their nonfiction All About books. Once I taught the features of the app and modeled creating my own nonfiction all About book students were able to navigate the app with ease. They were even able to add text and features that I did not teach them. Due to schedule changes, I sometimes had to pull students in pairs or individually which meant that some students were taught how to use the app first. However, once the students were together again this allowed them to collaborate and help each other navigate the app. This in turn produced a wonderful authentic language exchange. The classroom teacher also loved the books and began using the app in her classroom.

All About Non-Fiction Books by Kristin O'Leary (elementary)

District: Merrick UFSD

School: Birch/Lakeside

Grade(s): 3-4 (Stand Alone ENL Class- Writing)

English Proficiency Level(s): Transitioning

Lesson/Unit Title: Non Fiction Books: All About...

Description of Prior Learning: Prior to this project my students completed several lessons on main idea and supporting details, text features, and KWL charts. Students also completed a KWL chart about their animal of choice in this lesson.

CCLS English Language Arts Standard(s):

ELA-LITERACY.RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ELA-LITERACY.SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELA-LITERACY.SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

ELA-LITERACY.W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Linguistic Demands:

- Identify the topic that both texts share.
- Use sentence structures to integrate the information from both texts
- Use headings to categorize information.
- Use words and phrases to identify different text features.

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

1. Teacher will line up several books about animals.
 - a. Invite students to briefly look over books and see what they all have in common.
 - b. Teacher will explain that over the next couple of weeks, students are going to create their own book of an animal of their choice.

2. Students will choose an animal and select several books from the classroom library, as well as the EPIC books subscription. (Students also have access to EPIC during their independent reading or FLEX time.)
 - a. Students will be reminded that they are going to look across several texts to pull and combine the most important information.
3. Before beginning to read students will use a KWL chart to organize their thinking.
4. Students will begin to read their individual books.
 - a. Students will use a graphic organizer and begin to organize their facts using the boxes and bullets format.
 - b. Students will begin to create sections for their books.
5. Students will create a book using the book creator app.

Lesson on Book Creator:

1. Teacher will connect to the smartboard using an iPad adaptor.
2. Teacher will begin by modeling how to use different features from Book Creator (text, pictures, and the cover)

Each day teacher will model a new skill-set for students to implement in their project.

6. Changing text, background color, resizing and moving pictures.
7. Record audio.
8. Formatting a page with presentation standards.

Method(s) of Assessment of Student Learning:

Formative Assessment:

- Use graphic organizers and KWL charts to organize writing.
- Write complete sentences using notes from writing notebook/organizers.
- Navigate the Book Creator app with minimal support.

Summative Assessment:

- Create a non-fiction "All About" book using the Book Creator app.

Student Groupings: Whole Class, Small Group, and Individual

Materials: iPad, individual books on topic, pencil, graphic organizers, writing notebooks

Consortium Software/Internet/Subscription sources: Epic! Books & Book Creator Apps

Other References/Resources:

Reflection: My students loved all the different components of this lesson. They are comfortable typing on the iPad, so it was a more efficient option than typing on a laptop, as I was trying to align with the classroom schedule. My students loved being able to “shop” for their own books on an iPad. I really think it gave them a sense of independence, and it let them know that I trusted them to do the right thing. This project was a great culmination of several weeks of prior lesson plans. My students were able to show their independence, personality, and creativity and showed a lot of pride in their work. They rarely asked me for help. Instead they collaborated and learned from one another. Their classroom teachers loved the apps, and are looking to integrate them into future writing units.

Miller Place UFSD

Black History and Women's History Tellagami Unit by Katerina Aiello (secondary)

District: Miller Place

School: Miller Place High School

Grades: 9 & 10

English Proficiency Levels: Transitioning, Expanding, Commanding

Lesson/Unit Title: Black History and Women's History Tellagami/Research Unit

Integrated ENL Class Global Studies I and II

Description of Prior Learning: In both Global Studies I and II, the students were assigned a figure from black history or women's history to do a formal research paper about. We spent 5 class periods in the computer lab helping students come up with a thesis statement, do an outline, find scholarly research articles and books, begin a rough draft, use proper citations, and design a cover for their paper. Then, students had one month to complete a 3-5 page research paper independently. I designed this assignment so that they could present their work in a less formal manner while integrating speaking, grammar, and creativity. This assignment also allowed students to present their paper in an interesting form to the rest of the class.

CCLS English Language Arts Standards:

CCSS.ELA-Literacy.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-Literacy.W.9-10.2.b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-Literacy.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

BCCI NLAP -MAD/GLAD Linguistic Demands:

Grade 9-10 (SL.9-10.4)

Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence

Grade 9-10 (SL.9-10.5)

Make Use of Digital Media to Enhance Understanding of Findings, Reasoning, and Evidence

Grade 9-10 (SL.9-10.6)

Adapt Speech to a Variety of Contexts and Tasks Demonstrate Command of Formal English When Appropriate

CCLS Social Studies Standard:

CCSS.ELA-Literacy.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Procedure

Teacher will present and explain the Tellagami Project information packet to the whole class. Students will explain first vs. third person perspective and/or give examples of each.

Teacher will show a sample gami using the dongle to connect the iPad to the SmartBoard. This will help motivate students to complete the assignment.

ENL students will complete the worksheet and create a gami with the ENL teacher and a partner during class.

Non-ENL students will complete the assignment at home using their personal iPads or iPhones and email their gami to the teachers for credit.

Student work will be graded according to the rubric distributed to students.

Students will present their gamis to the class.

Method(s) of Assessment of Student Learning: I downloaded a rubric from teacherspayteachers.com that can be used with a variety of avatar apps. My co-teacher and I decided that it would be worth double the usual amount of extra credit points due to the nature of the work involved. This would also motivate all students to complete the assignment independently. My students completed the assignment with me and thus received full credit. I asked non-ENL students to email me their projects and I graded them according to the rubric.

Student Groupings: ☒ Whole Class ☐ Small Group ☒ Pair Work ☒ Individual

(Choose all that apply)

Materials: Student research papers, Project Information Sheet, Rubric, Worksheet, pens and pencils.

Consortium Software/Internet/Subscription sources: ipad, dongle, Tellagami app

Other References/Resources: teacherspayteachers.com, Google images, student research papers

Reflection: The students greatly enjoyed the opportunity to learn and use the Tellagami app for this project. I offered the assignment to them as extra credit to motivate all students to complete the project independently so they could supplement their research paper grade. My co-teacher and I enjoyed the finished presentations and she remarked that she will offer this project to all her classes next year even if I am not co-teaching with her because it was valuable for students of all ability levels.

Name _____

Tellagami Project Requirements

As a complement to your Global History research paper, you will be creating a presentation using the Tellagami app. This app (available on iPhone and iPad) will allow you to create an avatar version of the person you researched for Black History Month or Women's History month.

Your research paper was a **FORMAL** piece of writing. The Tellagami presentation will be written **INFORMALLY** since you will be speaking as if you are the person you researched (and in the first person). To complete this assignment, you will:

- 1- Design an avatar that looks like your person and create/find an appropriate background image.
- 2- Reword your thesis into the first person.
- 3- Choose and rewrite 5 important facts from your research and reword them into the first person.
- 4- Read your writing and record your presentation.
- 5- Email us a copy of your presentation for credit (kaaiello@millerplace.k12.ny.us)

The app is available as both a **FREE** and paid version (.edu version costs \$4.99). It is up to you which app you decide to download onto your device. You can receive maximum credit by using either version. If you do not have an iPhone or iPad, please see me and we will arrange for you to use an iPad in school.

This assignment is worth 10 points of extra credit and will be graded using the attached rubric. Use the attached worksheet to help you write your presentation. You do not need to hand in the worksheet. If you have any questions, please see Mrs. Aiello.

Due date: _____

Good luck and have fun!

Mrs. Young
Mrs. Aiello

Name_____

Tellagami project worksheet

Reword your thesis into the first person:

Example: According to most scholars, _____ was a highly influential leader.

This could be reworded as:

Most scholars agree that I had a huge influence on society due to my outstanding leadership.

Reword five important facts into the first person:

1. _____

2. _____





Ancient Rome by Arlene Suarez (Middle School)

District: Miller Place School District

School: North Country Road Middle School

Grades: 6, 7, 8

English Proficiency Level(s): Entering to Expanding

Lesson/Unit Title: Ancient Rome

This is a project based lesson where students create a "Roman Holiday Tour", they will explore ancient historical structures and compare to the geography and city today.

Stand-Alone ENL Class and/or Integrated ENL Class

Social Studies Ancient Rome

Description of Prior Learning: Knowledge of Ancient Rome and significant historical monuments, buildings etc.

Knowledge of the Roman Empire

Geography of the Roman Empire

CCLS English Language Arts Standard:

□□RL.7.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text.

□ RL.7.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text.

□ SL.7.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

□ SL.7.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

□ L.7.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

□ L.7.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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W.7.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

BCCI NLAP -MAD/GLAD Linguistic Demands:

SL.6.2, 7.2, 8.2 Interpret information presented in diverse media and formats

a. Use their experience and their knowledge and logic, as well as culture.

SL 6.1, 7.1, 8.1 Engage in a range of collaborative discussions one-on-one, in groups and teacher led.

W.6.1, 7.1, 8.1 Support claim using accurate and credible sources

Establish and maintain a formal style

W.6.2, 7.2, 8.2 Write informative/explanatory texts to examine a topic and convey ideas, and information

CCLS Social Studies Standard:

7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.

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

Teacher will create a quick Roman tour using Google Earth

Introduce students on how to use Google Earth.

Students will create a multimedia Roman tour.

Students will compare/contrast building and historical sites from the past to today.

Students will follow requirement on hand-out.

Important that teacher differentiates and makes all Ell's able to participate regardless of their proficiency level. Students who are entering may use more visual and the teacher may assist with vocabulary

Method(s) of Assessment of Student Learning:

Quality and accuracy of all research information.

Creation of travel brochure and contents

Use of Google Earth and quality of virtual tour

Language skills applied to written work as well as presentations

Materials:

Consortium Software/Internet/Subscription sources:

Google Earth

Britannica

IPad

Other References/Resources:

Microsoft Publisher, World Book

Reflection: This lesson was received with much enthusiasm. The students enjoy the topic and were curious to research and plan a travel guide. It can become a very time consuming project, so it is essential that the teacher controls the amount of time on the computers researching.

Student Assignment:**Roman Holiday Tour**

- You are planning a ten day tour in Rome, Italy
- You will be embarking on a trip in the center of the Roman Empire
- You will create a travel brochure
- You will choose your route
- You must stop in ten locations
- At each location you will explore and compare Ancient Rome with today's geography and /or architecture.
- You will be presenting your tour book to the class as a travel agent.
- You will also create a multimedia tour in Google Earth



Bats Informational Writing by Alyssa Tortorella (elementary)

District: Miller Place UFSD

School: Laddie A. Decker Sound Beach School

Grade(s): 2nd grade

English Proficiency Level(s): Emerging to Expanding

Lesson/Unit Title: *Bats Informational Writing*

☐ Stand-Alone ENL Class

Description of Prior Learning:

Students have been learning about reading and writing for information in ENL class. We have been focusing on bats and reading read alouds, watching videos and also doing our own research on this animal. Students have been collecting facts on the animal and preparing notes.

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

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

a. ESL Standards

i. Standard 1

1. Students will listen, speak, read, and write in English for information and understanding.

a. Performance Indicators

- i. Identify and use basic reading and listening strategies to make text comprehensible and meaningful.*
- ii. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts.*
- iii. Convey information, using some organizational patterns and structures.*
- iv. Express and develop ideas and understanding using some elements of the writing process.*
- v. Engage in collaborative activities through a variety of student groupings to gather, share, discuss and present information.*
- vi. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.*

ii. Standard 4

1. Students will listen, speak, read, and write in English for classroom and social interaction.

a. Performance Indicators

- i. Request and provide information and assistance, orally or in writing, for personal, social and academic purposes.*
- ii. Listen attentively and take turns speaking when engaged in pair, group or full class discussion on personal, social and academic topics.*
- iii. Follow oral and written directions to participate in classroom and social activities.*
- iv. Demonstrate appropriate classroom behaviors.*

BCCI NLAP-MAD/GLAD Linguistic Demands:

Grade 1 (W.1.2)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.

Grade 3 (W.3.2)

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

- a.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b.** Develop the topic with facts, definitions and details.
- c.** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d.** Provide a concluding statement or section.

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

Introduction

- 2. The teacher will explain that the students will be using the facts they learned about bats to do a writing activity.
 - a. To check for understanding of the topic, teacher will have student come to the SMARTboard to show class which picture we will be learning about, a picture of a bat (animal) or a baseball bat. Students will either agree or not agree with the students' choice.
 - i. Teacher will introduce vocabulary words they may encounter while reading and writing. Students will be engaged in the vocabulary to make connections to background knowledge.
 - ii. Teacher will explain that students will use the questions they have formed earlier in the week to answer their questions in writing form using the facts they have found.

b. Guided Practice

- iii. Teacher will display a short text on bats on the SMART board that the teacher created. The teacher will model the strategy expected of the students. The teacher will read through the paragraph once to model for the students to show what they expect from the students.

c. Independent Work/Group Work

- iv. Students will work in heterogeneous pairs to answer and write their own page to add in the book that we will create as a whole class.
- v. Students are grouped so when they may encounter a struggle in reading or understanding, they will be able to ask their partner.
- vi. Students will work together to create their own page in the book. Since each group has a different question, each group will have different answers. The students will

- write their rough draft, check their facts and then show the teacher for final approval before putting it into book creator.
- vii. The teacher will monitor student progress and work. The teacher will work closely with two students who are in an 8-1-1 and 15-1-1 class so they have the support they need for understanding and success.
 - viii. The students will work on their page on book creator to make it their own.
 - ix. Students who finish early will have a leveled worksheet to complete.

d. Closure

- x. Students will be asked to come to the board and share their page to the class.
- xi. Students must complete an exit ticket. They must write one fact they learned about bats from another groups research and information presented.

e. Additional Independent Work/Possible Extension Activities

- xii. In future lessons, students will be creating a graphic organizer to compile a list of facts on bats that they found in today's lesson.
- xiii. Students will create a bat craft to display facts on bats throughout the school or classroom.

Method(s) of Assessment of Student Learning:

- a. Students will be assessed during the duration of the class with teacher questioning as well as teacher observation of their participation and contributions to the lesson.
- b. Students will self-assess their work during the closure portion of the lesson, whether what they found was a fact or not.
- c. This lesson will be used to complete future classwork, so that students can be assessed on this skill in both the short-term and long-term.
- d. Students will complete an exit ticket telling the teacher one thing they learned about bats.

Student Groupings ☐ Pair Work

Materials: iPad

Consortium Software/Internet/Subscription sources: Book Creator

Other References/Resources: Time for Kids, Scholastic News, Internet sources found by student research

Reflection:

I found that this lesson really helped the students focus on a topic but something even more specific to answer questions. The writing activity helped them recognize how informational writing works for future lessons. I would do this lesson again because I felt that students really learned a great deal on the subject and were able to explain the information to others with enthusiasm and a deep knowledge.

North Bellmore UFSD

Cause and Effect by Nicole Martelli, Diane Vaccaro, Olivia Hodge (P/T) (elementary)

District: North Bellmore UFSD

School: Park Avenue, Newbridge Road, Martin Avenue

Grade(s): 3rd

English Proficiency Level(s): Transitioning

Lesson/Unit Title: Cause and Effect

Stand-Alone ENL Class

Description of Prior Learning:

In reading, we have been working on identifying story elements and character traits. Through this work, we have been noticing how characters change throughout a story as a result of different experiences or overcoming obstacles. We have been noting why characters change and what causes this change. This was a smooth transition into the concept of cause and effect.

CCLS English Language Arts Standard(s)/BCCI Standards:

RL.3.1

Who is the main character in the story?

Where is the story taking place?

What do you think the pig will do next? How can you tell?

What do you notice about the pattern of the author's word choice/craft?

How do you think the boy is feeling? Explain.

How did the pigs can all sticky?

Why do you think the pig feels exhausted?

If you were the boy, how would you react?

RL.3.3

What the author says, "he" who is he referring to?

What words are describing the pig's actions? (verbs)

Explain the pigs events in the story using sequence words.

Explain the events in the story using the frame "If_____, than _____"

RF.3.4

What does the word "duck" mean? (multiple meaning word)

How did the author want us to interpret the word _____.

W.3.8

Has there ever been a time where you felt similar?

Where did you find that information in the story?

What caused the pig to act that way?

What was the effect of the pig's actions?

SL.3.1

Use speaking prompts to accountable talk

I would like to add on to ____.

I would like to piggy back off of ____.

I'm wondering ____.

I made a connection when ____.

Can you please repeat what your partner is thinking?

SL.3.6

Describe the pig using adjectives. How did you arrive at this conclusion?

Use the frame: "If, ____ Than, ____"

____, so ____

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

Pre-assessment: Ask the students, "How does an author show cause and effect in a story?" (turn and talk) Have students write what they think on the pre-portion on the chart paper with the essential question in the middle.

1. Introduce the concept of cause-and-effect with a visual and some simple sentences.
Show the BrainPop video explaining the meaning of cause and effect. On the board, write the following two sentences.
2. Then the students will stay in and played board games during recess.
If it is raining outside during recess time
3. Explain to students that the cause of something is always what happens first and the effect is the resulting outcome (or what happens second). Have a student volunteer go to the board and label which event he or she thinks happened first and which happened second. Once the student has successfully identified that sentence b happened first and was the cause of the students staying inside and playing board games during recess, explain that sentence a is the effect of sentence b. Sticking with the sentence frame
If _____ then _____
_____ so _____
4. Ask a student volunteer to write a new, action-oriented sentence on the board. (I may use a prompt to instruct the student to finish, such as "The dog...") Next, invite another student to go to the board and write an effect to go with the first sentence. For example, the first student might write, "The dog ran across the street," and the second student could write, "The car hit its breaks and honked at the dog.
5. Invite students to write one cause and one effect sentence on their individual dry erase boards and turn and share with the person sitting directly beside them. At this time, I will be circulating among the students and offer assistance if and when a student is demonstrating difficulty understanding the concept.

6. After the pair-and-share session, tell students that often an author uses cause and effect as an element of story writing. Invite the students to the carpet Explain that today students are going to listen to a read-aloud and determine the multiple cause-and-effect situations that the main character encounters.
7. Share the picture book *If You Give a Pig a Pancake*. Ask student volunteers to share what they may already know about this book (i.e., Who is the main character? What types of things happen in the book?). Explain to students that you are going to read the book aloud and identify the cause-and-effect relationships throughout the book. Model for the students what it should look like and sound like when they are reading with their partners.
8. During the interactive read aloud, begin to post-it the cause and effect scenarios that are occurring in the story to model for the children what they will be doing independently.
9. Give one of the Numeroff books to each group. Tell students to work with their group to list all of the cause-and-effect relationships in their group's book. Allow 10-15 mins to complete the activity and have the students write the causes and effects on post-it notes. ****Post-its will be color coded for cause and effect****Make sure the students know to talk and interact while reading (have sentence frames to help them)

Conclusion:

Have the students come up and put the post-it notes on a chart paper. They will have to show where they found the cause and the effect in the book and what helped them find it. Was it the signal words? Pictures? Speak using the frames to share their answers. "The cause was _____. I know this because_____." "The effect was _____. I know this because_____"

Method(s) of Assessment of Student Learning:

1. During the partnership the teacher will have a checklist (see attached) to make sure the students are on task
2. Exit ticket/post-it for essential question

Student Groupings: ☐ Whole Class

Materials:

- Chart paper
- Sentence stems/strips
- Numeroff books *If You Give a Moose a Muffin* and *If You Give a Pig A Pancake*
- Chart: How good partners work together and talk to each other chart
- Post-it notes
- BrainPop- Cause and Effect Video
- iPad

Consortium Software/Internet/Subscription sources:

-BrainPop

-iPad App: *Marco Polo and Freddy*

Reflection:

After the lesson, I noticed that the children were able to effectively use the sentence frames and identify the words in the story that triggered cause and effect. Having the accountable talk stems visible in the classroom was extremely helpful when the students were working. The students were able to determine the meaning of multiple meaning words by using the context of the sentences.

Next time, in order to push my students further, I will have them write a full sentence of where they found their information. Another change that could be made is have the story read aloud to the students who are struggling readers.

Additional Comments/Next Steps:

Exit Ticket



Name: _____

Date: _____

How does and author show cause and effect in a story?

Directions: Underline the cause in red and and circle the effect in blue.

The class was being too noisy so they could not play outside.


If the baby is crying then she must be hungry.

T.P.: Understand Cause and effect while reading.

Cause → the Reason
Why something happened.

Effect → the RESULT
What happened

Cause → Effect




Purpose for reading:

- to find cause and effect.
- pay attention to words if, then, so to help us identify cause and effect.
- how does the author

show cause and effect in a story?

Cause Effect



Good Partners Talk to Each Other...




I notice

I wonder

Why did this happen?

Can you explain more about...



I agree because

I disagree because...

I do not understand..

Can you show me where you found your answer...

Sequencing: The Very Hungry Caterpillar by Samantha Sand and Jennifer Fredrickson (elementary)

District: North Bellmore

School: Dinkelmeyer and Saw Mill

Grade(s): K-1

English Proficiency Level(s):

- The levels are entering and emerging

Lesson/Unit Title:

- Sequencing: The Very Hungry Caterpillar

Class Setting:

- Stand-Alone ENL Class

Description of Prior Learning:

- The students were introduced to the Days of the week through song and daily calendar instruction.

CCLS English Language Arts Standard(s):

- RL.K.2 Retell a story
- SL.K.1 Participate in conversation and talk with others
- RL.K.1 Answer questions about key details in a story

BCCI NLAP -MAD/GLAD Linguistic Demands:

BCCI RL. K.1- WHO- Who is the main character in the story?

What- What did the main character eat on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday?

Where- Where might the hungry caterpillar be?

When- When do you think this story is taking place?

Why- Why does the hungry caterpillar's stomach hurt?

- BCCI RL. K.2- Use adjectives and transition words (e.g., sequencing words—first, next, then, after, last, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday) to retell familiar stories.
- BCCI SL K.1- Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree with?) Use words and phrases that express an opinion (e.g., I disagree/agree).

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

- Before using the App Buncee: Teacher will introduce the topic by telling the students that they will be reading the story The Very Hungry Caterpillar. Teacher will ask the students what foods they eat when they are hungry. Together they will create a list on the board. Teacher will pre-teach the food vocabulary that the students will encounter in the story. Teachers will use pictures to help the students identify the foods the Caterpillar eats. Teacher will review the calendar so that the students can practice identifying and reading the days of the week. Together, the students and teacher will read the book and complete some sequencing activities. While they read the teacher and students will also discuss the life cycle of the butterfly.
- Teacher will introduce the app Buncee and gather the stickers that the students will use to sequence the foods that the Caterpillar ate each day.
- Students will drag the sticker pictures to the correct day of the week.
- Students will use buncee as an introduction to sequencing the life cycle of the butterfly.
- Teacher will use informal assessment while students verbally retell the book, work together on their activities, and while they sequence the foods and life cycle of the butterfly on the buncee app.

Method(s) of Assessment of Student Learning:

Student Grouping: Whole Class Small Group Individual

Materials:

- The book - The Very Hungry Caterpillar
- iPad - buncee app
- The Very Hungry Caterpillar worksheet (draw the foods and amount of foods)
- Mini Hungry Caterpillar book (read, color, and paste the days of the week letters in the blanks)
- Calendar

Consortium Software/Internet/Subscription sources:

- We used Buncee where the students could sequence the story using the stickers. Also used this app so that the students could sequence the life cycle of the butterfly using the stickers.

Other References/Resources:

The Very Hungry Caterpillar by Eric Carl

Mini book

Sequencing worksheets

Reflection:

This app was very successful for this grade level and with our ELLs'. The students' were able to sequence and retell the Very Hungry Caterpillar story using the transitional words they learned. The students enjoyed being able to touch the screen and move the stickers to sequence the story. The app not only helped demonstrate the students understanding and comprehension of the story, but the students were able to self assess their own understand. This was the perfect extension app to use with our students.

North Merrick

Writing and Illustrating a Small Moment Through Narrative Writing by Cathy Marketos (elementary)

District: North Merrick UFSD

School: HD Fayette Elementary School

Grades: 3, 6

English Proficiency Levels: Beginning, Advanced, Transitional, Commanding

Lesson/Unit Title: Writing and Illustrating A Small Moment Through Narrative Writing

X Stand-Alone ENL Class X Integrated ENL Class (ELA)

Description of Prior Learning: Students have been introduced to a Unit of Study in Narrative Writing (Lucy Calkins) by their classroom teachers. Grade 3 students are in the publishing phase while grade 6 students are in the initial phase. As an ENL teacher, I utilized materials that scaffolded the tasks, reinforced the concepts via mini lessons, assisted in the classroom and in small groups, integrated technology.

CCLS English Language Arts Standards:

CCSS.ELA-Literacy.W.3.3 CCSS.ELA-Literacy.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.3.3.c CCSS.ELA-Literacy.W.6.3.c

Use temporal words and phrases to signal event order.

CCSS.ELA-Literacy.W.3.3.d CCSS.ELA-Literacy.W.6.3.e

Provide a sense of closure.

CCSS.ELA-Literacy.W.3.6 CCSS.ELA-Literacy.W.6.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

BCCI NLAP -MAD/GLAD Linguistic Demands:

GLAD Grade 3

Write Real or Imagined Narratives by Introducing a Narrator/Character, Organizing an Event Sequence, Developing Experiences and Events and Providing a Sense of Closure

Linguistic Demand - Grade 3

- Use sequence words and phrases (e.g., first, then, after, in the end) to signal event order.
- Use words and phrases (e.g., in the end) to provide closure.

GLAD - Grade 6

Write Detailed Real or Imagined Narratives

Develop the Narrative through Dialogue, Pacing and Description

Use Transitions, Descriptive Details and Sensory Language and Provide a Conclusion

Linguistic Demand - Grade 6

- Use sequence words and phrases (e.g., in the beginning, at first, then, what followed, until, meanwhile, when) to signal event order.
- Use verbs, adverbs, and adjectives for dialogue and descriptions (e.g., said, whispered, answered, slowly, quickly) to develop the story.
- Use transitional words and phrases (e.g., to start, in the next episode, the following period) to convey sequence and signal shifts in time frame or setting.
- Use words and phrases (e.g., finally, in conclusion, in the end, consequently, thus) to provide closure.

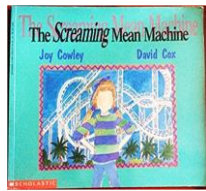
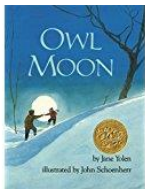
Procedure:

1. Teacher will create an account on www.storyboardthat.com , www.quickrubric.com and download the *WriteAboutThis* app. Create a "Classroom" and assign user names and passwords for each student for the storyboards and writing app.
2. Teacher will guide students through the navigation of the sites and the tools they provide. Devote an entire lesson for this.
3. Once all small moment narratives have gone through the writing process and have been published, students will summarize the important events on paper. Each event will be used to create a cell and be visually depicted on the digital storyboard by adding scenes, characters, etc. Teacher will provide guidance on extracting the key ideas. A rubric was created and printed out on www.quickrubric.com and used at each step of the revision process.
4. Students will select the layout and then add the summarized text and/or speech bubbles into each cell.
5. Students will turn their storyboard into a slideshow to present to the group.
6. Newcomers will sketch out their narratives onto a paper storyboard. They will write out what is happening in each cell in their dominant language. They are expected to at least label the cell or illustrated image with a word or phrase in English.
7. Newcomers will take a picture of each drawn cell from their storyboard using the iPad and becomes part of the camera roll for uploading.
8. Once on the *WriteAboutThis* app students will upload the storyboard illustrations one by one creating a custom photo prompt.
9. Each cell shows an event in their story and they will add text under each cell to summarize the event. No more than three slides were expected and they could voice record or type to create their personalized movie. Text or voice could be in English or Spanish.
10. Students will present their story through the iPad and print out a hard copy.

Method(s) of Assessment of Student Learning:

Published copy of personal narrative; applying the mini lesson skills into the pair activity and their writing task; effective use of the app to "sketch out" their stories

Student Groupings: ☐ Whole Class ☒ Small Group ☒ Pair Work ☒ Individual



Materials: iPad, stylus, personal narrative rubric, organizers, paper storyboards, books:

Consortium Software/Internet/Subscription sources: iPads, stylus, *Storyboardthat* website, *Write About This* app

Other References/Resources: TeachersPayTeachers, Units of Study Heinemann (Lucy Calkins)

Reflection: There is a lot of writing, revising, editing, and mini lessons that take place before the technology is applied. I originally wanted the technology to be used as an organizer for ideas. The small iPad screen wasn't as helpful, but you could view at least two cells on the screen. Using a computer made it possible to view more slides at once. I personally like seeing the entire storyboard in front of me to know what or where to add or delete a cell so we did a paper version to organize ideas. In the meantime, students used the iPad constantly for *Google Translate* and dictionary and thesaurus sites to assist with their writing.

I would recommend using a stylus for *Storyboardthat* as the characters, props, sizing, etc. are small and don't immediately respond to the touch. There is a delay in follow through of a command as well. Using *Storyboardthat* was frustrating at first - a lot of trial and error. Going through the site and viewing samples and teacher pages was helpful but it took time. Students who felt comfortable with technology took discovering the site's capabilities to enhance their stories as a challenge. For the beginner students, using the app *Write About This* allowed them to participate in Writer's Workshop. Students who had little computer experience (newcomer) had a more difficult time and preferred the writing app instead. I would allot a minimum of four to five lessons to create the digital storyboards.

For the beginner students, using the app *Write About This* allowed them to participate in Writer's Workshop.

Below is the link to the rubric for the written personal narrative.

<https://www.quickrubric.com/r#/qr/camper/personal-narrative---grade-6/copy>

Managing Our Emotions by Christina Moser (elementary)

District: North Merrick Union Free School District

School: Old Mill Road School

Grade(s): 4 and 5

English Proficiency Level(s): Entering and Emerging Levels

Lesson/Unit Title: Managing Our Emotions

Integrated ENL Class: Writing

Description of Prior Learning: Students have participated in a wellness unit with their fifth grade classmates. They have explored different emotions and learned how to express what they feel at different times. Students were asked to recall a time that they have felt a negative emotion. They were instructed by their art teacher how to illustrate their emotion using an emoji. In their physical education classes, the students have learned various exercises that they can use to turn their negative emotions into positive ones. In their ENL class, they have learned to use the Tellagami app to record their speech and use the Buncee app to help them describe how they manage their emotions.

CCLS English Language Arts Standard: W.5.3.d.: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.

BCCI NLAP -MAD/GLAD Linguistic Demands: Use words and phrases (verbs) to describe thoughts, adverbs to describe events, and adjectives to describe characters or settings (nouns).

CCLS Speaking and Listening Standard: SL. 5.1.c.: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Procedure (What the Teacher(s) Does/Do & What the Students Do): Students will view Elf Learning emotions video and discuss the names of different emotions. Teacher will provide practice using the names of different emotions to express how we feel (images of different emotions and their names). Teacher will show various movie clips to the students depicting characters experiencing different emotions (tube chop.com is used to shorten movie clips for presentation to the students.) Students use the Bitsboard app on their iPads to practice recalling the names of different emotions. Once the students demonstrate their understanding of emotions, the teacher will show the Nalini kids video. Students will view the video and they will categorize emotions into two groups using a t-chart graphic organizer.

Students will participate in discussions with their classmates discussing when they have experienced such emotions. The teacher will facilitate the conversation. The students determine that there are certain emotions that we would like to feel less often and how we can do different things, such as exercise, to help us deal with our emotions. Students will practice different forms of exercise. The teacher will record the students as they perform the different exercises. In addition to the exercises, the teacher will present different words to the students that may help them manage their negative emotions. These words may be said repeatedly to help manage emotions. The students will make a collection of these words on a binder ring and draw pictures of the meaning of the words. The students will choose one word that they feel may help them to manage their emotions. The students will use the Buncee app to write about their emotions and the exercises that help them balance their emotions in a positive way. The teacher will use the video clips using the Video in Video app. The students shared their video with their classmates in a final production on iMovie which included an introduction that was recorded using the Tellagami app.

Method(s) of Assessment of Student Learning: The Bitsboard results, one word binder rings and Buncees will be an indication of what the students have learned.

Student Groupings: Whole Class; Small Group; Pair Work and Individual Groups

Materials: T-charts, iPads, binder rings, index cards, emoji cut-outs, pictures of exercises, and essay outline for Buncee.

Consortium Software/Internet/Subscription sources: Bitsboard Pro app, Video in Video app, Tellagami app, iMovie app, Elf Learning.com, tubechop.com, and Buncee.edu.website and app.

Other References/Resources: <https://www.youtube.com/watch?v=zEk48QQSPo4> (elf learning video); <https://www.youtube.com/watch?v=BwUDzEN1Lf0> (Nalini kids emotional weight video).

Reflection: My students had a limited vocabulary describing their emotions. After the unit on managing their emotions, they were eager to use different words to describe how they were feeling. They have mastered using the Tellagami app and Buncee website to present their ideas. They are anxious to create more Buncees and iMovies.

Oyster Bay-East Norwich School District

Ancient Egypt by Teriann Chiappardi (elementary)

District: Oyster Bay-East Norwich School District

School: James H. Vernon School

Grade 6

English Proficiency Levels: Entering, Emerging, Transitioning, and Expanding

Lesson/Unit Title: Ancient Egypt Project

Stand-Alone ENL Class (Supporting Social Studies)

Description of Prior Learning: The students have been learning about Ancient Egypt and important people from this time period. As a Project Based Assessment and Research Assignment, the students were asked to create a research paper and replica related to their specific topic.

CCLS English Language Arts Standard(s): RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in the text.

BCCI NLAP -MAD/GLAD Linguistic Demands:

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

Method(s) of Assessment of Student Learning: The ENL students created a Buncee as a way of sharing the information they learned and found to modify the research paper and include technology in their presentation. The students were graded based on a rubric for the assignment. (See attached)

Student Groupings: ☐ Small Group

Materials:

Consortium Software/Internet/Subscription sources: Buncee.edu and iPads

Reflection: Buncee provided a way for the students to be creative and independent with their project. The eight students chose either Moses or Cleopatra, however they were able to individualize their Buncees to their style, preferences, and personality. The students were eager and excited to use this technology in the classroom and also at home.

Dr. Seuss Book Report by Sara Cuniglio (Middle School)

District: Oyster Bay - East Norwich

School: Oyster Bay High School

Grades: 7-8

English Proficiency Levels: Entering, Emerging, and Transitioning

Lesson/Unit Title: Dr. Seuss - Book Report

Stand-Alone ENL Class

Description of Prior Learning: We have been reading many Dr. Seuss books, to practice reading fluency, intonation, and voice, so that students can prepare to read the books aloud to the elementary ENL students via teleconference. Several activities have been completed throughout the unit, like: read alouds, listening to each book recorded on iPods, recording your reading into iPods to listen to yourself and be assessed. Topics covered throughout the unit have included: rhyming words, onomatopoeias, theme, tone, imagery, author, illustrator, text-to-text connections, text-to-world connections, and text-to-self connections.

CCLS English Language Arts Standards:

RL.7.1 Reading: Literature - 1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.7.6 Writing - 6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

BCCI NLAP -MAD/GLAD Linguistic Demands:

Reading for Literature: Anchor Standard 1-

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Procedure (What the Teacher(s) Does/Do & What the Students Do): As this is a culminating project for the end of the unit, the teacher explains the project with the Project Sheet, and students work individually throughout several days, referencing their books (with which they have been working for the last two weeks), their class notes and handouts on literary elements, etc. Students are to create the book reports by hand (on paper). However, throughout the unit, students were encouraged to practice their reading fluency by being told that the

student who worked the hardest would be allowed to complete the project on the iPad—on the Book Creator app.

Method of Assessment of Student Learning: Student hands in book report, and teacher grades it, based on the point breakdown in the original project sheet handed to students.

Student Groupings: Individual

Materials:

25 Dr. Seuss books

iPad with Book Creator app

project binders

markers, colors

rulers

class notes and handouts

Consortium Subscription sources: Book Creator

Other References/Resources: n/a

Reflection: It took me some time to work with the student who created his book report on the iPad, as he is an entering student, and has some academic deficiencies, but he seemed motivated and eager to work on the app.



Book reports will be made, bound (stapled together, or placed in a laminate binder, with a cover page), unless you are working on the iPad, and handed in. Be proud of your work! Take your time writing it/typing it. Add pictures or drawings.

Each person will choose TWO books and identify:

- Title
- Author
- Illustrator
- Theme (the morale of the story)
- 3 groups of rhyming words
ex. Fox, knox, socks, clocks / hat, mat, fat, splat, rat / mine, shine, spine

- 2 literary elements (you may choose from the following) and explain each. Make sure you include quotes, and cite the page number.

Tone

Imagery

Onomatopoeia

Simile

Metaphor



Dr. Seuss Book Report

Your book report will be graded using the following rubric:

Consistency 5 points *This is the flow of your complete work. Make sure each page looks like it belongs to the whole project.*

Creativity / Neatness 5 points *Are you proud of your work? Is it beautiful, unique, easy to read, and neat?*

Content 5 points *Make sure to use the project sheet as a checklist, so that you are not missing anything. Include "QUOTES", page numbers, explanations of literary elements, and correct grammar and punctuation.*

Preparation 5 points *Overall, have you been prepared for class (getting started right away with the books, etc.? Have you been working productively all throughout the period? Has Ms. Cuniglio needed to ask you to return to work, or to stop talking, or to open your book?*

Independent Novel Companion Book by Fanny Diaz (secondary)

District: Oyster Bay East Norwich

School: Oyster Bay High School

Grade: 9th

English Proficiency Levels: Entering, Emerging, Transitioning, Commanding

Lesson/Unit Title: Independent Novel Companion Book

Stand-Alone ENL Class Integrated ENL Class (English 9)

Description of Prior Learning: Students have been reading their independent reading books and participating in Socratic seminars. They have been meeting with their book club members and discussing literary elements and devices.

CCLS English Language Arts Standard(s):

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

- Identify words and phrases that have the same meaning and are repeated throughout the text to determine the theme or central idea: the students were required to include a chapter in their companion books where they analyzed the theme of their independent reading novel. They identified words such as love, family, friendship, war, conflict, dreams, loneliness, cruelty, and prejudice.
- Identify verbs, adjectives and adverbs that reveal aspects of a character: intelligent, mature, responsible, leader/caretaker, protective, caring, irritable, flirtatious, insecure, immature, innocent, lonely, amicable, credulous, tenacious, exemplary, indifferent, instigate, retract, condone.

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

Students will meet with their book club members and complete a literary elements/devices graphic organizer (theme, characterization, setting, symbolism...)

After students have completed their graphic organizers, the teacher will go over the rubric and criteria for success.

Students will meet in the computer lab to create their Buncee accounts and familiarize themselves with the app.

Students will start typing their companion books (Entering and Emerging students will complete it in their native language and/or be provided with sentence starters).

The students will submit their Buncees for review and can make modifications as needed.

Method(s) of Assessment of Student Learning: *See attached rubric*

Student Groupings: Individual

Materials: computers, independent reading novels.

Consortium Software/Internet/Subscription sources: Buncee app, Buncee website, Youtube, Schmoop

Student Work Samples:

- <https://app.edu.buncee.com/buncee/e96d55ee3dad4fe1b9cd315afb45fd59>
- <https://app.edu.buncee.com/buncee/59321a29227a4109810d3fbadc381d4a>
- <https://app.edu.buncee.com/buncee/8ada4822c0f4493e84d008e8612d9d1c>
- <https://app.edu.buncee.com/buncee/51a0bf1ad1d0426bacc3df5052437a1c>
- <https://app.edu.buncee.com/buncee/9be42f453094438eb37a6ab99244158d>

Reflection:

This app was very helpful for this lesson. The students enjoyed working on their presentations and were very creative in designing their Buncees' backgrounds and animations. By being able to work on one page at the time, students were able to create their companion books digitally, and make their work more appealing. I would definitely use this app again on future lessons.

Book Club Companion Book

For this assignment, you will write about your book club novel by crafting your own **five-chapter companion book** to accompany your text. Within each chapter, you must demonstrate **YOUR** analysis of your book. **AVOID PLOT SUMMARY.**

- One chapter **MUST** be the identification and analysis of one **THEME** or **SYMBOL** in the story.
- One chapter **MUST** revolve around the analysis of a character.
- One chapter **MUST** contain a visual component to your analysis (fan art with purpose, setting map, mind map, other infographic or graphic organizer).
- The two additional chapters are personal choice, as long as they are detailed and thorough.

Possible ideas for additional chapters:

- Setting
- Conflicts and resolutions
- Antagonist or minor characters
- Other literary elements/devices
- Author's craft (point of view, sensory language, etc.)
- Fan fiction
- Text structure
 - Chronological/sequence
 - Diary/journal entries
 - Script
 - Etc.
- **ANY OTHER CREATIVE IDEA!**
EACH CHAPTER MUST CONTAIN TEXTUAL EVIDENCE & PAGE #S!

Formatting Requirements:

- ✓ Display a creative/visually appealing cover with your title and name
- ✓ Include a table of contents with your chapter titles and page numbers (pages should be numbered and correspond appropriately)
- ✓ Each written chapter must be at least 300 words
- ✓ All work must be typed, double-spaced, 12pt. font
- ✓ Companion book should be assembled and neatly bound
- ✓ Companion book should be proofread and free of errors

MY COMPANION BOOK CHECKLIST

Cover Page

Contains a detailed/decorated cover with title and author's name

Table of Contents

Includes chapter titles and page numbers

Chapter 1

Analysis of theme OR symbol as a big idea in your book
Provides textual evidence with page numbers to support claim
Chapter meets length requirement of at least 300 words

Chapter 2

Analyzes a main character in your book (develops a claim about your character—something about his/her personality, choices, relationships, etc.)
Provides textual evidence with page numbers to support claim
Chapter meets length requirement of at least 300 words

Chapter 3

Student choice
Provides textual evidence with page numbers to support claim
Chapter meets length requirement of at least 300 words

Chapter 4

Student choice
Provides textual evidence with page numbers to support claim
Chapter meets length requirement of at least 300 words

Chapter 5

Graphic or visual chapter
Short written explanation to describe the significance of your visual

Spelling, grammar, mechanics

Apple Life Cycle by Kimberly Kaufman (elementary)

District: Oyster Bay-East Norwich

School: Theodore Roosevelt Elementary School

Grade(s): K-2

English Proficiency Level(s): Emerging/Transitioning

Lesson/Unit Title: Apple Unit - Apple Life Cycle

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

Description of Prior Learning: Students were learning all about apples (e.g., the life cycle, parts of an apple, sorted and graphed lesson by color, tasted apples and voted on the one we liked best, learned about apple picking (via a youtube video), and read leveled text about apples).

CCLS English Language Arts Standard(s):

RI.1.2: Identify the main topic and retell key details of a text.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

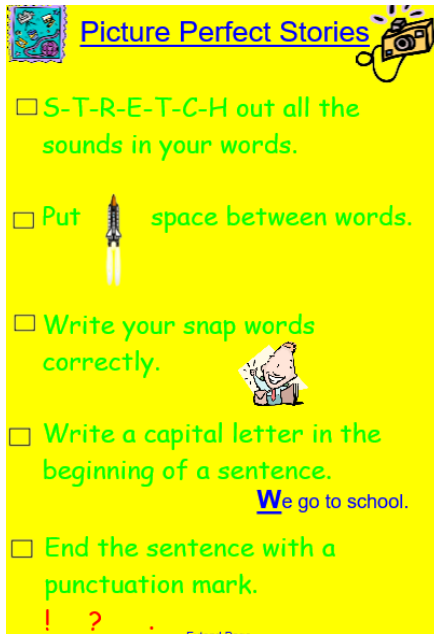
BCCI NLAP -MAD/GLAD Linguistic Demands: Writing Anchor Standard 2: Identify a topic to be developed. Identify information about the topic and some facts about it. Use words to give a sense of closure and restate the topic of the writing piece.

Reading Anchor Standard 2: Identify words that appear throughout the text to identify the main topic. Identify words and transitional words to recount key details. Use adjectives that provide details about the text.

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

Throughout Apple Unit teacher and students read leveled text and watched videos with students to learn about the life cycle of the apple, to the parts of the apple, to practice color vocabulary and sorting skills to sort apples by color, and how apples are harvested. As a culminating project, students created their own apple life cycle book on the iPad via the app Book Creator. Students wrote and recorded their book and then shared it with their fellow students in their classroom.

Method(s) of Assessment of Student Learning: Students used a writing checklist to assess their writing. Students were assessed on if they had capitals, spacing between words, capitals, wrote sight words (snap words correctly), and ended their sentences with a punctuation mark.



Student Groupings: Whole Class Small Group Pair Work Individual

Materials: I See Apples (color book), Apple Tree (Reading A to Z leveled text), Apple tasting handout, parts of an apple handout, life cycle of an apple handout, apple color graphing sheet, apple picking sheet, Apple Picking (Reading A to Z leveled text), number words vocabulary cards, iPad, Book Creator app, and YouTube (apple picking video). See pics below of all the paper resources used to build background knowledge.

Consortium Software/Internet/Subscription sources: iPad, Book Creator App

Reflection: Students had a lot of fun learning about Apples and having hands on experiences with them. They enjoyed using the iPads and the Book Creator App to make their final project.

Scriptwriting/Cartoon Making by Penny Koinis (elementary)

District: Oyster Bay East Norwich

School: Theodore Roosevelt

Grade: 2

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

Lesson/Unit Title: Scriptwriting/Cartoon Making

Stand-Alone ENL Class

Description of Prior Learning: Students had individually written Realistic Fiction stories in Writer's Workshop, and then created an accompanying Toontastic 3D. Students were familiar with and had practice identifying a problem, creating suspense and working out the problem, and identifying a resolution. They also had knowledge of setting, writer's craft, and illustrating a story. Students were now asked to create a script based on a story they already knew, incorporating a narrator and characters.

CCLS English Language Arts Standard(s):

Writing Standard 3: Students will write a well-drafted story using details, author's craft, clear phrases that indicate a beginning and ending, and action words

Speaking Standard 5: Students create an audio-visual recording of a script they wrote. They indicated thoughts and feelings of the characters, and conveyed the message of the script

BCCI NLAP -MAD/GLAD Linguistic Demands:

Writing Anchor Standard 3: W.2.3: Students were expected to write a realistic fiction story using details, author's craft, clear phrases that indicated beginning and ending, and action words

Speaking Anchor Standard 5: SL.2.5 Students created an audio-visual recording of a script they wrote. They indicated thoughts and feelings of the characters, and conveyed the message of the script

Procedure (What the Teacher(s) Does/Do & What the Students Do): Students were told as a culminating activity they could write a script of their choice, and create a Toontastic 3D together. Group decided to recreate Cinderella. Students were told their script had to be written in five scenes, and incorporate both a narrator and character parts. Students were told they could change or keep the fairy tale the same. They were asked to complete the

script, then create scenery and characters in Toontastic 3D. They had to practice reading the script for fluency, and when they felt comfortable and ready, recorded the cartoon. They were given a checklist to stay on track and know exactly what was expected of them. There was a range of speaking and English ability in this group, and they all helped each other to create a fantastic project.

Method(s) of Assessment of Student Learning: Students had a checklist to guide their work and make sure they were on track, and completing all components of their assignment. Students had to be introspective and aware of when they were ready and had enough practice to use the microphones to record.

Checklist:

We wrote a script with 5 scenes

There was a setting for every scene

There was a narrator and some talking in every scene

There was action on every page

There was a problem and solution

We practiced reading and saying our parts for fluency

We drew the appropriate scenes and characters for our Toontastic

We spoke clearly into the microphone

Student Groupings: Small Group

Materials: Chart paper and Markers, Toontastic 3D App and iPads, microphone, checklist

Consortium Software/Internet/Subscription sources: iPads and knowledge of App, microphone

Reflection: I found this to be a successful activity. I chose this activity because after using Toontastic 3D with the students to record their realistic fiction stories, I found that the students struggled with expression and fluency. I wanted the students to create more of a real cartoon with a narrator involved, so instead of a story I had them write parts in a play that they would have to act out. This forced the students to write more expressive parts, practice rereading for fluency, and reading into the microphone with expression. I also feel that because they rewrote a familiar story it was easier for them to relate to the character, and write expressively and speak expressively into the microphone. They were excited and engaged because they chose what they wanted to write about, used technology, and worked in a group. Overall, I found this to be a success and would do this project again.

Middle Ages/The Black Plague by Ed Herrera/ Ruth Kowsky (secondary)

District: Oyster Bay-East Norwich

School: Oyster Bay HS

Grade(s): 10/11

English Proficiency Level(s): Entering/Emerging

Lesson/Unit Title: Middle Ages/ The Black Plague
Integrated ENL Class (Global II)

Description of Prior Learning: students have received information regarding The Plague. Students have been giving written material regarding this event and have been shown a documentary.

CCLS English Language Arts Standard(s):

SL.9-10.4

SL.9-10.6

BCCI NLAP -MAD/GLAD Linguistic Demands:

RL 9-10.2

W 9-10.2

W 9-10.4

W 9-10.5

, SL 9-10.2

SL 9-10.4

SL 9-10.5

SL 9-10.6

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

Teacher will show students how to use Buncee

Students will design own Buncee. Background, font etc...

Teacher will assist students on how to navigate app throughout project

Method(s) of Assessment of Student Learning: Students will present their project.

Student Groupings: Individual

Materials: iPad, and /or laptop, Buncee app

Internet: smithsonianmag.com, History.com

Other References/Resources: Mankind The story of all of us video clip

Reflection: pending

Retelling Fiction by Samantha Levy-Wehr (elementary)

District: Oyster Bay-East Norwich School District

School: James H. Vernon School

Grade: 6

English Proficiency Level: Entering

Lesson/Unit Title: Retelling Fiction

ENL Class Type: Stand-Alone ENL

Description of Prior Learning: The students have been introduced to the fiction genre and the elements of a story. Then they learned how to retell a story by including the different elements in their retells.

CCLS English Language Arts Standard(s):

RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

BCCI NLAP -MAD/GLAD Linguistic Demands:

- Identify words and phrases that have the same or related meaning and are repeated throughout the text to determine a theme or central idea.
- Identify transitional words and phrases (e.g., thus, one of the consequences, because) that introduce details in the text.
- Identify adjectives that describe details (e.g., thin, blonde).
- Use words that summarize the text (e.g., in summary, in sum, in conclusion, to conclude).

Procedure :

Method(s) of Assessment of Student Learning:

The students created a Tellagami in which they retold the story we read. First they had to write a script and make sure to include the elements of a retell that they learned. Then they had to practice speaking in English by reading the script of their retell until they felt confident enough to record it. Once they were ready, they recorded themselves retelling the story. The students were assessed on the quality of the retell script and how well they spoke while recording themselves.

Student Groupings: Small Group

Materials:

- Smartboard
- Story Map
- Fiction retell scaffold

Consortium Software/Internet/Subscription sources:

- iPads
- Tellagami app
- external microphones (purchased by the consortium)
- Cable to connect the iPad to view it on the SmartBoard

Reflection:

The Tellagami app provided an authentic outlet for the students to practice their reading and speaking skills in English. The students were motivated to make sure they spoke as well as they could so they practiced multiple times. They benefited from being able to replay it so they could hear and evaluate themselves and because they knew that their Tellagamis were going to be published on our website.

Links to Student Work:

- <https://youtu.be/x4VOd88UF7U>
- <https://youtu.be/IyzGBU2tzHQ>
- <https://youtu.be/esce7BvTo2Q>

Plainedge Union Free School District

Save the Rainforest by Anthony Romano and Stephanina Guttilla (elementary)

District: Plainedge

School: Schwarting/ Eastplain

Grade(s):3

English Proficiency Level(s): Transitioning-Expanding

Lesson/Unit Title: Save the Rainforest

Stand-Alone ENL Class ☐ **Integrated ENL Class**

Description of Prior Learning:

The class is composed of two third grade bilingual students. The students are twins and their parents hail from Honduras. This highly informative and culturally responsive lesson focuses on the student's individuality, growing self-esteem as Hispanic Americans, home life experiences, as well as interest. Teacher observations from the beginning of the school year showed that students were often reserved about displaying their culture in larger groups settings. As a result, it was felt that this culturally responsive unit was necessary.

This lesson, which is a part of a larger cultural identity and geography unit, aims to connect with the land of Honduras by learning about the rainforest and its presence in Latin America. The lesson will be differentiated in various ways to meet diverse learning needs of each student using student strengths, interests or experiences.

CCLS English Language Arts Standard(s):

CCSS.ELA-LITERACY.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-LITERACY.RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

BCCI NLAP -MAD/GLAD Linguistic Demands:

RL.3.2: Students will use words from the story to create a project i.e. Forest floor, understory, canopy, emergent layer. As well as other rainforest words and language arts persuasive sentence starters.

RL.3.3: Students will use recount the characters in the story to describe actions and feelings. For example, how does the jaguar feel about the man chopping down the tree? Students will use the animals in the story to help sequence events. For example, why was the sloth one of the last animals to come and talk to the man? What animals came first, in the middle and at the end?

RL.3.6 Students identified verbs that signaled points of view to help aid in their persuasive writing process. For example, "The man thought it was OK to cut the trees down." "The jaguar told the man not to cut the trees down because there would be no food left for him in the rainforest."

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

After completing "The Great Kapok Tree" by Lynne Cherry students will use prior knowledge from multiple disciplines to create a persuasive representation as to why they should save the rainforest. Through higher order thinking questions and discussion students will be provided with ongoing opportunities to engage in collaborative and individual critical thinking problem solving. The teacher will continue to build their ongoing interpersonal communication skills while working on their projects by discussing their ideas with each other as well as sharing facts and information to aid in their own educational process. Students will use their reasoning skills and work collaboratively as well as individually to deliver an idea. The technology used to do this provides a creative and open assessment tool. The matter being discussed enables students to use their problem solving skills to real world ideas and concepts. Furthermore, at the end of the lesson students and teacher will send an online petition together effectively making the students advocates and giving meaning to their persuasive work in which they are engaging in.

Method(s) of Assessment of Student Learning:

After reading "The Great Kapok Tree" by Lynne Cherry, students will write a persuasive piece in the voice of a rainforest animal of their choosing. The lesson appeals to different interest as they can choose whatever animal they'd like. Furthermore, the persuasive piece will first be created on Kidspiration an iPad app enabling students to create their own graphic organizers. The app itself is highly differentiated as students can choose pictures, make their own graphic organizer layout, and choose to record their voice in replace or in addition to writing. Furthermore, a paper graphic organizer will be present if students prefer to work with a paper and pencil. After the graphic organizer is complete, the students will begin their final project work, which is a persuasive comic strip. This comic

strip is created through an app called Book Creator. The app has various styles, models, pictures, speech and thought bubbles, all of which can be up to the creator. The students have free reign as long as they complete the intended task. The Book Creator app was chosen for this project, as students. Student expectations will be understood beforehand, as a visual rubric will be handed out. The lesson is in alliance with general education classroom practices as the students are learning about persuasive writing and will be discussing countries of the world.

Student Groupings: Small Group Individual

Materials: The Great Kapok Tree by Lynne Cherry, Pencils, Graphic Organizers, iPads

Consortium Software/Internet/Subscription sources:

Book Creator app

Kidspiration

Reflection:

This was an ongoing lesson. It was the first lesson of a larger unit. The students enjoyed the Book Creator app the most. They enjoyed the freedom they had to create an original piece. Because they enjoyed this app they were very invested and highly engaged in their work. The app has different options for language such as captions, stickers, speech bubbles, and thought bubbles. As a result, spontaneous language that was authentic was produced. I enjoyed using the app, especially when seeing how invested the students were. The only difficulties I did face was finding ways to print their work so that they can take it home. However, this was remedied quickly with some technology help. As far as classroom practices this app was resourceful. I did find that at points classroom language was limited. I found in my particular case that students were working so hard on their projects that they weren't speaking to one another. Overall I would use this app again.

Rockville Center Union Free School District

Engaging ENL Students and Finance by Dolores Decabo and Virginia Stamatakis
(K-12)

District: Rockville Centre Schools

Schools: Riverside and William S. Covert Elementary Schools

Grades: K-12

English Proficiency Levels: All

Lesson/Unit Title: Engaging ENL Students and Finance

Stand Alone

Description of Prior Learning:

Students and parents have been invited to functions requiring them to begin to log on to computers to access their children's grades and have been receiving information from our school encouraging them to be involved in their children's academic education.

BCCI NLAP-MAD/GLAD Linguistic Demands: Grades PreK-2 (RI.Pre-K- 2.10), Grades 3-5 (RI.3-5.10)

CCLS: 2.MD.C.8 Work with Time and Money

CCLS: 2.RL.C.10

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards?combine=money>

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

On Wednesday, January 25th 2017 and Wednesday, February 1st 2017 we organized a two part workshop for our ENL families at the William S. Covert Elementary School. ENL parents from all 5 of our elementary schools, SouthSide Middle School and SouthSide High School, got together to support the academic and social success of their children in our district. Concurrently, their children learned about money and finance in a cooperative

lesson with Teachers Federal Credit Union. South Side Middle School's National Junior Honor Society helped facilitate the events.

General Description of the Learning Situation:

Parents/Guardians of low income ENL students are often 'self-removed' from active participation in the academic and social learning process of their children. These teachers have spent much of their time understanding this phenomenon. It is known that parental involvement is crucial for the success of students (www.nea.org/tools/17360.htm). ENL parents want their children to succeed as do all parents. So what is the problem? Cultural differences and a sense of inadequacy associated with lack of education are factors. But also, the assumption that parents should know their role is a fallacy of our educational system in New York until recently. NYSED has acknowledged the need for more parent involvement and this 2 part workshop addressed this need (www.p12.nysed.gov/accountability/documents/ParentEngagementMemo101712.pdf).

The teachers used funds allotted to them through a grant from the RVC ED Foundation and with the permission of their administration arranged to have a retired social worker, Vilma E. Matos from the Huntington School District, Long Island New York visit and help guide the ENL parents of school age children.

CCLS: 2.MD.C.8 Work with Time and Money

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards?combine=money>

Teachers Federal Credit Union (TFCU) was also invited to present on the importance of saving for their children's education. TFCU presented to the parents and also gave a lesson on finance to the children. The teachers' goal was to not only strongly encourage parental involvement but also give the parents the tools necessary to stay engaged in their children's learning (www.engageny.org/resource/planning-a-parent-workshop-toolkit-for-parent-engagement).

Most ENL parents don't have the funds for babysitting and an evening engagement. The teachers contacted the advisor for the National Junior Honor Society and requested volunteers that may need community service hours. They also employed 3 bilingual supervisors, 2 from the high school and one recent graduate. They arranged for snacks and coffee for the evening as well.

Notification went out to parents of all 7 buildings in our district 2 weeks before the event through each building's ENL teacher by email, text message and flyer in both Spanish and English. Follow up phone calls were made on January 25th and February 1st.

The workshops focused on the role of the parent in New York State schools but also **specifically the role of the parent in RVC Schools**. The parents listened attentively and asked valuable questions, and the children were actively engaged. Parents were encouraged to continue to ask questions and keep in consistent contact with their child's ENL and classroom teacher.

Evidence of Knowledge of Students and Student Learning

The questions posed by the parents indicated an understanding of the urgency of the need for their involvement and that the needs of their children were twofold since they were both regular ed students and students learning a new language.

<https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

Student Grouping: Whole Class

Materials: Smartboard, 1 classroom, library,

Consortium provided: 2 ipads and one ipad pro and Math APPS for children

Knowledge of Content and Instructional Planning

Both workshops were well structured and attended. There were sign in sheets for all participants, folders with paper and pencils for note taking and the discussions smoothly transitioned from general parental involvement to the specific role of the RVC parent. PTA involvement was encouraged and PTA forms made available for onsite registration. RVC Public Library patronage was also encouraged and registration made available. Information presented to the parents was comprehensive and respectful of their children's needs as well as their own.

Learning Environment

Both workshops were held in William S. Covert Library (STELLAR) in collegial circle fashion. All participants were given folders for notetaking and relevant handouts.

Assessment for Student Learning

Parents were given the opportunity to share in writing what they thought would be a good follow up presentation and what they thought should have been different about this one.

Reflection:

We were thankful for the opportunity to meet with the ENL parents of our district and give them tools for the continued social and academic success of their children. The Consortium provided the technology we needed to engage the parents and children in active participation. The ipads were used by the teachers but the parents also used them to access their children's report cards etc. This is a unique program that we hope other districts will adopt. It is in many ways more important to address the ENL families than the individual child. We hope to have the chance to make this program grow. Thank you to BOCES and the Consortium for giving us more avenues to reach our children.

Utilizing Current Events to Strengthen Reading, Writing and Speaking Skills

by Angela Tarquinio (secondary)

District: Rockville Centre

School: South Side High School

Grade(s): 9-11

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

Lesson/Unit Title: Utilizing Current Events to Strengthen Reading, Writing and Speaking Skills

Stand-Alone ENL Class

Description of Prior Learning: How to use a graphic organizer, understanding main idea, reading headlines, vocabulary assigned to each article

CCLS English Language Arts Standard(s): RI.9-11.1, 2, 3, W.9-11.4, SL.9-11.4, 6

BCCI NLAP –MAD/GLAD Linguistic Demands:

- Use words and phrases to cite (e.g., according to the author; the author says; here it states).
- Use words and phrases to explain inferences drawn from the text (e.g., this means that; the author thinks that; this makes me reach the conclusion that; one possible explanation for this is).
- Use question forms to develop factual questions (e.g., questions that are answered directly in the text), interpretive questions (e.g., questions that require the reader to interpret the content of the text or the author's intention) and evaluative questions (e.g., questions that assess the content of the text or the author's craft).
- Identify/use words and phrases that signal the development and refinement of ideas: sequencing and/or chronological markers (e.g., first, in the beginning, the next).
- Identify transitional words and phrases (e.g., whether, but, even though, in fact).
- Use words that support summarization (e.g., this text is mostly about; the main argument is; the main points the author makes are).
- Identify words and phrases (e.g., nouns and associated pronouns) that appear throughout the text.
- Identify/use word that signal cause-and effect connections between individuals, events and ideas (e.g., though, while, but, because, so, as a result) to analyze interactions.
- Identify findings (facts)

- Use transitional words and phrases that focus on presenting evidence (e.g., thus, however) in a coherent manner.
- Use words and phrases that are appropriate to the purpose (reason for the presentation)
- Use words and phrases appropriate for informal contexts (e.g., information supported by contextual clues such as gestures, intonation).

CCLS Social Studies Standard(s): RH.9-10.2, 4. RH.11-12.2, 4

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

The teacher will model how to browse through the newspaper. Students will skim through the newspaper and familiarize themselves with the different headlines. The teacher will direct the students' attention to the vocabulary section and briefly introduce the words. The teacher will assign an article to each student according to the appropriate level. Students will use a graphic organizer and focus on who, what, where, why and when. The teacher will ask the students to summarize the article in their own words to be reported out. Along with each article there will be an additional worksheet that is individualized for each article for students to complete. Students will independently read their assigned article and complete the graphic organizer. Students will use their notes from the graphic organizer and write a summary of the article. Students will begin adding their article to their Book Creator app.

Students will continue working on their News-for-You articles. The teacher will explain to the students that they will add to their current events summary book. The teacher will review what students need to add to their books.

Students will:

Step 1: Take a screen shot of the article-record saying the title

Step 2: Take a screen shot of the vocabulary that goes with their article and record saying the words.

Step 3: Students will include a screen shot of their completed graphic organizer, and their summary rough draft.

Step 5: After conferencing with the teacher, students will type up their revised summaries and record themselves reading it.

Students will share their added article summary.

Method(s) of Assessment of Student Learning:

RubiStar Rubric Made Using:
RubiStar (<http://rubistar.4teachers.org>)

Multimedia Project : Utilizing Current Events to Strengthen Reading, Writing and Speaking Skills

Teacher Name: Angela Tarquinio

Student Name: _____

CATEGORY	4	3	2	1
Rough Draft	Rough draft brought on due date. Student conferences with teacher and extensively edits based on feedback.	Rough draft brought on due date. Student conferences with teacher and makes edits.	Provides feedback and/or edits for teacher, but own rough draft was not ready for editing.	Rough draft not ready for editing and did not participate in reviewing draft with teacher.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.

Student Groupings: Whole Class Individual

Materials: Newspaper, News for You, graphic organizer handouts, iPads, Google Translate app

Consortium Software/Internet/Subscription sources:

News-O-Matic, Book Creator app

Reflection: When I began this type of lesson I thought one period would have been sufficient. However, with each different need and level of understanding, I needed to allot more time in the instruction and in the time for some students to translate the English into their own language. Those that speak Spanish can easily use the News-O-Matic app and have it already translated for them in their native tongue. Others that speak Chinese needed to take a picture of the English article and then translate from the Google Translate app. When all was said and done, the students truly enjoyed the process and are proud of their "Current Events Summaries Book".

Sayville Union Free School District

Different Kinds of Pronouns by Alexis Papalia and Maria Sheltz (elementary)

District: Sayville Schools

School: Sayville Middle School & Lincoln Avenue Elementary School

Grades 4-6

English Proficiency Level(s): Entering

Lesson/Unit Title:

Stand-Alone ENL Class

Description of Prior Learning: The student is currently learning about pronouns in his ELA class. The student learned about subject pronouns. The student will learn about object pronouns.

CCLS English Language Arts Standard(s): *Identify/use nouns and associated pronouns (e.g., cricket/it) to describe the subject.*

BCCI NLAP-MAD/GLAD Linguistic Demands: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. *Ensure that pronouns are in the proper case (subjective, objective, possessive).*

Procedure:

1. The lesson will begin by reviewing prior knowledge. The teacher will ask the student for the definition of a noun. The teacher will ask the student the meaning of singular and plural. Next, the teacher will provide the student with a handout of subject and object pronouns. The teacher will explain the meaning of a pronoun. The teacher will review subject pronouns with the student. The teacher will introduce the object pronouns and write them on the board.
2. The student will watch a grammar video from BrainPop ESL about object pronouns.
3. The student will complete a worksheet by replacing nouns with pronouns and identifying pronouns in a sentence.
4. The student will play a game. The student will replace nouns with the correct object pronoun.

Closure

5. The teacher will ask the student questions. The teacher will model for the student and write the expression on the board. The teacher will ask "Do you like..pizza, dogs, soccer, etc." The student will respond, "Yes, I like _____./ No, I do not like _____." using a pronoun in replace of the noun.

Method(s) of Assessment of Student Learning: The teacher will assess the student's understanding by identifying pronouns in sentences and replacing nouns with the correct pronoun.

Student Groupings: Small Group Individual

Materials:

[BrainPOP ESL](https://www.brainpop.com/ESL/),

Handout (teacher made)

Worksheet (<https://www.superteacherworksheets.com>)

Pronoun Game (Games4Gains.com)

Consortium Software/Internet/Subscription sources: BrainPopESL

Reflection: This lesson can be modified to fit language abilities at all levels. We included various learning mediums and used a hands-on approach to incorporate all four modalities of ENL.

Around the Block Bump

(Using Object Pronouns)

Start
 You automatically win this turn!
 Place any counter in the center.

us

him

them

her

it

Directions:
 Begin on Start. The first player rolls the dice and moves his/her piece around the game board. The player reads the pronoun on the space that he/she landed on and finds the space in the chart below where the underlined object can be replaced by that pronoun.

- If that space is empty, place one counter on it.
- If that space has one of the other player's counters on it, remove the other player's counter and replace it with one of your own.
- If that space already has one of your own counters on it, place a second counter on top of it. You've now locked in that space and cannot get bumped off.
- If that space is already locked in by the other player, you cannot place any of your counters on it.

Continue taking turns and moving around the board until one player places all of his/her counters onto the chart below.

I couldn't wait to show my test to <u>my parents</u> .	The mailman brought letters for <u>Erin, Leah, and Ian</u> .	I opened the door for <u>that old lady</u> .	I locked <u>the</u> car with the key.
I accidentally threw the ball to <u>the boy on the other team</u> .	The neighbor paid <u>Julia</u> and Mark \$25 for mowing the lawn.	Mrs. Nash gave three pencils to <u>Joe, John, and me</u> .	Annie handed the birthday present to <u>her</u> uncle.
My brother and I wrote thank you notes to <u>Grandma Jean</u> .	Did you know that I am baking cookies for <u>Mr. Wheeler</u> ?	Aiden quickly opened <u>his</u> textbook to page 3.	The Mates invited <u>your</u> parents and <u>me</u> for dinner.

You automatically win this turn!
 Remove any counter from the center.

him

it

them

us

him

Materials: Dice, one game piece per player, and 8 counters per player
Object of the game: To get all of your counters onto the chart.

© 2015 Britney Field, Games4Gains.com

Name: _____ Side 1

Pronouns

A pronoun is a word that takes the place of a noun.
 example: John is a mail carrier. John carries a blue bag.
 To make the second sentence sound better, you can change the word John to he.
 new sentence: John is a mail carrier. he carries a blue bag.
 The word he is a pronoun that takes the place of the word John.

Some common pronouns include:
 I, you, he, she, it, we, they, you, him, her, them, it, us

Rewrite each sentence. Change the underlined word or words to a pronoun.

- Sarah made dinner for the whole family.

- Tyler played tag with Miguel and Roman.

- Mr. Cane went to the movies with Mrs. Cane.

- The house needs a fresh coat of paint.

Super Teacher Worksheets - www.superteacherworksheets.com

Seaford Union Free School District
Responsibility by Anjana Mukerjea (elementary)

District: Seaford

School: Harbor School

Grade(s): 1st & 2nd grade

English Proficiency Level(s): Emerging and Transitioning

Lesson/Unit Title: Responsibility

Stand-Alone ENL Class

Description of Prior Learning: The class read aloud the book, "The Paperboy" by Dav Pilkey.

English Language Arts Standards:

RL1.1/RL2.1

RL1.3/RL.2.3

W.1.2/W.2.2

W.1.5/W.2.5

BCCI NLAP -MAD/GLAD Linguistic Demands:

Reading Demands-

Identify words and phrases that describe the character and the setting (nighttime in the suburban neighborhood).

Use adjectives that describe the character persistent, responsible, hard working).

Writing Demands -

Setting & Time: Where did this take place? When did it take place?

Used verbs and adjectives to describe the Paperboy (persistent, responsible, hard working).

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

Day 1 - The students defined the word "responsibility" and what it means to them. We brainstormed the answers and charted them. I gave examples of how we can be responsible at home, at school, on the playground, in the cafeteria, etc.

Next they completed a graphic organizer giving examples of responsibility in different settings. They illustrated their examples and shared them with each other.

Day 2 - We took photos of the students with the iPad. Each student audio recorded "what responsibility means to them" using the Book Creator app. We also took photos of their completed writing. All this was combined in the Book Creator app.

Method(s) of Assessment of Student Learning:

We used our Writing Rubric to assess their writing performance. Rubric is attached in the Google Drive.

Student Groupings: Small Group Individual

Materials: The Paperboy book by Dav Piley

iPad

Photos App

Rubric

Consortium Software/Internet/Subscription sources:

Book Creator app

Reflection: This lesson enhanced their vocabulary and concept of the word "responsibility." It also was good speaking practice for them to enunciate and speak in public. The children loved the lesson and their Book Creator experience. They were enthusiastic and excited to speak with the microphone and participate in the project.

Shoreham-Wading River Central School District

What's in a Name? by Ashly Duryea (elementary)

District: Shoreham-Wading River

School: Miller Avenue

Grade(s): K & 1

English Proficiency Level(s): Entering, Emerging

Lesson/Unit Title:

Unit: What's in a Name?

Lesson: Describe & Decorate! Explain your name.

Stand-Alone ENL Class

Description of Prior Learning: As a small group, we read "A Perfect Name" by Charlene Costanzo, "My Name is Yoon" by Helen Recorvits and "The Name Jar" by Yangsook Choi. We discussed names and how parents usually assign them to us at birth. Students were asked to take a "picture walk" and browse through the book before reading. During each reading, we explored new vocabulary and its connection with the story. We talked about the sequence of the story and what happened in the beginning, middle and end. Students learned the journeys that each main character made to accept and learn their names.

CCLS English Language Arts Standard(s):

Speaking and Listening, 1. Comprehension and Collaboration

Kindergarten - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.
- c. Seek to understand and communicate with individuals from different cultural backgrounds.

Grade 1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.
- d. Seek to understand and communicate with individuals from different cultural backgrounds.

Speaking and Listening, 6. Presentation of Knowledge and Ideas

Kindergarten - Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 1 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.)

BCCI NLAP-MAD/GLAD Linguistic Demands:

Kindergarten (SL.K.1)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b) Continue a conversation through multiple exchanges.

Seek to understand and communicate with individuals from different cultural backgrounds.

- 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 that express an opinion (e.g., I disagree/agree).

Kindergarten (SL.K.2)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language. Use words and phrases to ask and clarify information pertaining to a text:

- WHO questions and answers target the subject(s) who were involved in an event.

- WHERE questions and answers refer to the place (or even circumstances) where an event takes place.
- WHY questions refer to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.
- WHAT questions and answers refer to the event that took place.
- HOW questions and answers refer to the sequence that leads to the main event (timelines, cycles, procedures can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.

Kindergarten (SL.K.3)

Ask and answer questions in order to seek help, get information or clarify something that is not understood. Ask and answer questions in order to seek help, get information or clarify something that is not understood.

- Use who, what, where, why and how question forms based on the text to seek help, information or clarification: Did you notice what ____ said? Who just said that? Where did you say it happened? When? Can you help me with ____? What about ____?

Grade 1 (SL.1.1)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Seek to understand and communicate with individuals from different cultural backgrounds.
 - 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 that express an opinion (e.g., I disagree/agree). • Use question forms to clarify information (Can you repeat that? What did you mean when you said?).

Grade 1 (SL.1.3)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- Use who, what, where, why and how question forms to gather and clarify information: Did you notice what ____ said? Who just said that? Where did you say

it happened? When? Can you help me with ____? Would you like to add something?
Can you repeat that part? What about ____?

Grade 1 (SL.1.2)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- a. Use words and phrases to ask and clarify information pertaining to a text:
 - WHO questions and answers target the subject(s) who were involved in an event.
 - WHERE questions and answers refer to the place (or even circumstances) where an event takes place.
 - WHY questions refer to the cause/reason that triggers an event. It can be explicitly stated in the text or it may require an inference.
 - WHAT questions and answers refer to the event that took place.
 - HOW questions and answers refer to the sequence that leads to the main event (timelines, cycles, procedures can be part of explaining the HOW of an event). HOW can also be covered by WHAT, WHERE and WHEN.

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

- Teacher and students review the books that were read prior to this lesson. *A Perfect Name* by Charlene Costanzo, *My Name is Yoon* by Helen Recorvits and *The Name Jar* by Yangsook Choi are all accessible during this discussion to help students remember the storyline. Entering students may point to pictures to help fill in any words or phrases they are unfamiliar with.
- Teacher will put pictures and words on the board for all students to see. Parent surveys will be read one at a time. As the teacher reads the meaning of each name, that student will be asked to find the picture and word to represent the noun or adjective their parent wrote to describe their child's name.
- Once all students have the cards to represent their name, teacher will present artwork based on their first name. It will be explained that the project must consist of their name (written in English and in their native language if the student decides to do so), adjectives and pictures to describe their personality. They will be given a blank paper and reminded to write their name however they like. This creative freedom will add to the individuality of the project. They may also use the picture and word cards they selected from the board. The goal of this art project is to get the students to express themselves, learn about their name and how it connects to their culture (whether it be their native culture or newly adapted American culture).
- At the conclusion of the lesson, students will take turns presenting their art to the small group. They will read the words they've written, describe any pictures used

and the reasons behind why they chose each one. Students will take turns recording one another's presentation.

Extension

- Students will bring their artwork home to their families. The presentation recording will also be emailed to parents to watch with their child. Parents will be asked to write a short response on whether or not they think the art accurately represents their child's personality and name. The responses will be read at the beginning of the next day's lesson.

Method(s) of Assessment of Student Learning:

- Student understanding will be informally assessed through group discussion and group activity (finding the picture and word for their name meaning).
- Students will complete an art project that represents what their name means. They will incorporate the meaning their parents provided as well as adding their personal interpretation of their name. Students will share their work in a small group, standalone setting.

Student Groupings: Small Group

Materials:

- Picture cards with name meanings
- Vocabulary words (adjectives or nouns parents used to describe students' names)
- Name survey completed by parents
- Paper, markers, colored pencils, glue, etc. to decorate name artwork

Consortium Software/Internet/Subscription sources:

- iPad
- Book Creator

Other References/Resources:

- *A Perfect Name* by Charlene Costanzo
- *My Name is Yoon* by Helen Recorvits
- *The Name Jar* by Yangsook Choi

My Name and I! by Susana Vique-Kearney (elementary)

District: Shoreham-Wading River Central School District

School: Wading River Elementary School

Grade(s): Third, Fourth and Fifth

English Proficiency Level(s): Transitioning & Expanding

Unit Title: What's in a Name?

Lesson Title: "My Name and I!" My First Graphic Novel

ENL Class Format: Stand-Alone ENL Class

Description of Prior Learning:

The topic of name selection/significance was introduced by reading The First Thing My Momma Told Me by Susan Marie Swanson, Gooney Bird Greene by Lois Lowry, and My Name is not Isabella by Jennifer Fosberry. Students shared what they know about their first name, who named them, who they were named after, and the significance of their name. We then visited www.behindthename.com and discovered where our names originated, the various forms of our name, and popularity of that name throughout the ages, and recorded results on an information map. Students then brainstormed interview questions for their parents, typed the questions on a Word document, and practiced asking the questions in their mother tongue. Interview worksheets were returned to class and students shared what they learned about their first name.

CCLS English Language Arts Standard(s):

CSS.ELA-LITERACY.W.3.3.B: *Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.*

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.RL.5.7: *Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).*

BCCI NLAP-MAD/GLAD Linguistic Demands:

GRADE 3

(RL.3.7) Describe Contributions of Text's Illustrations in Conveying Meaning of Story

(RI.3.7) Demonstrate Understanding of Information from Words and Illustrations in a Text

(W.3.5) With Guidance and Support from Peers and Adults, Plan, Revise and Edit Writing

(SL.3.4) Report on a Topic, Tell a Story or Recount an Experience with Facts and Details

GRADE 4

(RI.4.7) Interpret Information Presented in Various Formats and How It Contributes to Understanding of Texts

(W.4.4) Produce Writing according to Task, Purpose and Audience

(W.4.5) With Guidance and Support from Peers and Adults, Plan, Revise and Edit Writing

GRADE 5

(RL.5.7) Analyze the Contributions of Visual and Multimedia Elements to the Meaning, Tone or Beauty of a Text

(W.5.5) Strengthen Writing by Editing, Revising, Rewriting or Trying a New Approach, with Guidance and Support

(SL.5.4) Report or Present, Sequence Ideas Logically, Using Facts and Details to Support Main Idea/Theme

(SL.5.5) Include Multimedia and Visual Displays to Enhance Main Ideas or Themes

Procedure: SWBAT

- Ponder and discuss question posted by the teacher, "What is a graphic novel? How does it compare to a comic book? A traditional novel?"
- Read Art Panel, BAM! Speech Bubbles, POW! Writing Your Own Graphic Novel by Trisha Speed Shaskan and Stephen Shaskan and complete various activities in the book.
- Learn the vocabulary pertinent to graphic novels.
- Peruse and critique two age-appropriate graphic novels and utilize Post-it notes to label the essential elements of a graphic novel - (speech bubble, thought bubble, captions, panels, sound effects, gutters, illustrations).
- Utilize a Three-Circle Venn Diagram to compare/contrast a graphic novel, a comic book, and a traditional novel.

- Refer back to what they have learned about their name, draft a two-page (minimum 3-panel) graphic novel to tell their story.
- Learn how to access and utilize the BookCreator app on the iPad and transfer their graphic novel from paper to digital form.

Method(s) of Assessment of Student Learning:

Students will brainstorm/design/create a three-page graphic novel centered on their names utilizing the BookCreator app on the iPad.

Student Groupings:

Individual & Pair Work

Materials:

Read Art Panel, BAM! Speech Bubbles, POW! Writing Your Own Graphic Novel by Trisha Speed Shaskan and Stephen Shaskan

The First Thing My Momma Told Me by Susan Marie Swanson

Gooney Bird Greene by Lois Lowry

My Name is not Isabella by Jennifer Fosberry

Spider Man Comic Book

Traditional Novel

<http://postergen.com/graffiti-creator>

www.behindthename.com

BookCreator App for the iPad

iPAD

Post-it Note Pad

Three-Circle Venn Diagram Worksheet

Vocabulary: graphic novel, comic book, novel, speech bubble, thought bubble, captions, panels, sound effects, gutters, illustrations

Consortium Software/Internet/Subscription sources:

iPad

BookCreator App

Other References/Resources:

[-http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/raising-super-readers-benefits-comic-books-and-graphic-novels](http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/raising-super-readers-benefits-comic-books-and-graphic-novels)

[-https://www.scholastic.com/teachers/lesson-plans/teaching-content/guide-using-graphic-novels-children-and-teens/](https://www.scholastic.com/teachers/lesson-plans/teaching-content/guide-using-graphic-novels-children-and-teens/)

Reflection:

Student interest in reading increased when the graphic novels were introduced in class. Students were able to discover the importance of context clues (vocabulary or visuals) and deal with the components of a novel, yet the grammar and writing components did not prove overwhelming when it came time for them to practice what they had learned. Adding the technology component was also very important as many of our ELLs do not have access to technology at home and fall far behind our typical students in that respect.

How I Got My Name by Tricia McCabe (Middle School)

District: Shoreham Wading River CSD

School: Prodehl Middle School

Grade(s): 6, 7, 8

Lesson/Unit Title:

Unit: How I Got My Name

English Proficiency Level(s): Entering to Expanding

Stand-Alone ENL Class Integrated ENL Class

Description of Prior Learning: about how we are given a name. Teacher told the students the story of my name, how and why I was named Patricia.

CCLS English Language Arts Standard(s):

S/L Comprehension and Collaboration Gr 6, 7, 8: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts and issue, building on others' ideas and expressing their own clearly.

BCCI

Gr. 6 (RL.6.2) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Linguistic Demands: Use words that summarize the text (e.g., this text is mostly about; the main argument is; the main points are; the key points the author makes are).

Gr.7 (RL7.2) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Linguistic Demands: Use words and phrases to support summarizing (e.g., in summary, in sum, in conclusion, to conclude, in any case, in short, to summarize).

Gr 8 (RL8.2) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

Linguistic Demands: Use appropriate words(e.g., as a result, for these reasons, to sum up, overall, due to, obviously all in all, indeed, definitely), to provide a concluding statement restating the topic.

Procedure:

T-builds background and talks about how people are named and uses herself as an example. Here in The United States, there may be different reasons and cultural circumstances for naming a child. We will review new vocabulary words that were used.

S-Discuss how they can or cannot relate to the stories. They will fill out a questionnaire about how they were named, who named them, what the name means in their Native Language, and what it means in English. In addition, they will bring the letter home and have their parents fill out their own questionnaire, in their L1.

T- Introduces the books and reads a story to the students and has a discussion about the characters and what they were talking about. We continue reading with the class over several days.

S- Take notes and journal about how they feel about the stories and reflect. They will use the notes that they took from the stories, and come up with an idea or general theme to write about using the words that indicate the conclusion of the topic.

S- Use the internet to find out what their name actually translates to and how the name identifies them. They will identify character traits as well and see if they truly fulfill their name. The notes that they have taken will be used in the next step-Tagul program.

T- Introduces the Tagul (now called Word Art) program, demonstrating how to use it.

S- Use the program and design a picture utilizing the character trait words. They will print the picture in color and bring it home to give to their parents.

Assessment of Student Learning:

Student Groupings: Small Group Pair Work Individual

The short essay will serve as the assessment in the first section and then using the new vocabulary words and character traits in the Tagul (Word Art), will serve as the final assessment.

Materials: Chrome books, Program Togul (WordArt, ipad, color printer, books, The Name Jar, by Yangsook Choi, My Name is Yoon, by Helen Recorvitis

Consortium Software/Internet/Subscription sources: ipad, color printer, app, book creator

Reflection: The students had a great time with the project, and really enjoyed learning about the meaning of their own name. The shared experiences about how they were named started more discussion at home and students were surprised to hear the stories that took place when they were newborns. In addition, is brought about a sharing amongst the students that hadn't happened this year.

Wantagh UFSD

Summarizing Non-Fiction News Articles by Randee lafrate & Marisa Evert (elementary)

District: Wantagh School District

School: Forest Lake, Wantagh Elementary, Mandalay

Grade: 2, 3, 4, 5

English Proficiency Levels:

Entering, Transitioning, Expanding

Lesson/Unit Title: Summarizing Non-fiction News article by responding to Wh-questions

Stand-Alone ENL Class

Description of Prior Learning:

Prior to this lesson, students reviewed Wh-questions and how to respond to them. They have also been instructed on the parts of a paragraph and how to write a paragraph.

CCLS English Language Arts Standard(s):

CCSS RI.2.1-, RI.3.1

CCSS RI.Pre-K-2.10, RI. 3-5.10

CCSS W.3.4, W.4.4, W.5.4

CCSS W.2.5

CCSS SL.2.2, SL.3.2, SL.4.2, SL.5.2

BCCI NLAP -MAD/GLAD Linguistic Demands:

RI.2.1, RI.3.1-Use who, what, where, why and how question forms based on the text.

RI.Pre-K-2.10, RI.3-5.10-TO build background knowledge we held class discussion and previewed video clips, picture slide shows, and vocabulary in the News-o-matic app and on www.newsomatic.org.

W.3.4, W.4.4, W.5.4-Students were able to produce clear and coherent summaries of a news article, that were appropriate to task, purpose, and audience (news report)

W.2.5-Student effectively revised, and edited a summary paragraph. Student was able to appropriately respond to Wh questions, such as: Where did this take place?, Who was present?, etc.

SL.2.2, SL.3.2, SL.4.2, SL.5.2-Students used transitional words and phrases to summarize text read aloud that was presented through the use of various media.

CCLS Social Studies Standard(s):

Procedure:

Now that students are familiar with Wh-questions and how to respond to them, we will practice summarizing a news article using a graphic organizer that asks Wh-questions:

- Who/What is the article about?
- What happened in the article?
- Where did the event take place?
- When did the event take place?
- Why is this event important to us?

To begin, the teacher showed an example of a news video that was created by another student using TeleStory. This model served as an example for students so that they gain an understanding of what is expected of them and what the outcome of the lesson will look like.

Next, the students were asked to select a news article from the News-O-Matic app. In this app, students will have the opportunity to preview images related to the article, view a video and preview vocabulary necessary to understand the article. The app also has an option to read the article aloud or translate it to Spanish.

Once students have previewed all of the materials, they will begin to read the article of their choice. At this point, we differentiated based on students' ability and level. For the Entering students, they were allowed to first have the article read in Spanish, whereas for the Expanding students, they preferred to read the article aloud themselves.

Following the reading of the article, students were directed to use their graphic organizer to aid them in gathering information needed for a summary. To support students in locating and answering each question, students were referred back to the article and they used the highlighting tool to find the answer within the article. We then used POQ to answer questions in a complete thought into the graphic organizer.

After completing the graphic organizer, we worked together to take our information and develop a cohesive summary of the news article in a paragraph form (students had previously been instructed on the parts of a paragraph).

Once students developed a cohesive summary of the news article, students will have the opportunity to act as a news reporter and record a video using the app, TeleStory. In this app, they can select the background as well as their facial/hair accessory (news anchor, weather person, sportscaster, etc.).

Method(s) of Assessment of Student Learning:

Students will be assessed on their ability to appropriately respond to Wh-questions based on their responses on graphic organizer.

Student Groupings:

- Whole Class
- Small groups
- Individual.

Materials:

iPads, PC, SmartBoard, SmartNotebook., Wh-question graphic organizer

Consortium Software/Internet/Subscription sources: News-o-matic.org, News-o-matic app, Telestory app

Reflection: This lesson was effectively planned, and executed. The lesson consisted of all modalities: listening, speaking, reading, and writing in English. The students were actively engaged throughout. The lesson was scaffolded allowing the students to be successful learners, and build upon prior learning. The outcome of the lesson was reached as all students were able to successfully produce complete sentences in order to answer Wh questions regarding informational text. The students were then able to use the sentences from a graphic organizer in order to write a summary paragraph. Of course, the most exciting part of the lesson was creating the actual newscast in Telestory. The students were enthusiastic and motivated to create a news anchor, and report the news from the News-o-matic article that they chose.

Characterization Unit by Keldya Volpi (Middle School)

District: Wantagh School District

School: Wantagh Middle School

Grade(s): 8th

English Proficiency Level(s): Transitioning, Expanding.

Lesson/Unit Title: Characterization Unit

Stand-Alone ENL Class

Description of Prior Learning:

Students are in the process of reading Anne Frank-The Diary of a Young Girl. We have learned about a series of events, and we're discussing how the characters are being portrayed through their personality. This lesson will further develop the students' understanding of characterization and applying textual-evidence to support it.

CCLS English Language Arts Standard(s):

CCSS.ELA-LITERACY.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Linguistic Demands:

1. Applied Character Traits: selfless, kind, brave, determined, and provided evidence from the article to support these traits.
2. Applied linking words: because, yet, so and but.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Linguistic Demands:

1. Identified repeated words throughout the text to determine the central idea: watering holes have dried up, the park is very dry, and animals need water.
2. Identified evidence to support the character traits we selected. Patrick took action to help the animals; He started his project last year, He is a hardworking farmer; He takes this trip to the park four times a week.

a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Linguistic Demands:

1. When researching information on Prince William and Kate, student identified the following words and phrases; though, because, as a result, while, some of the reasons are.

Procedure:

Day 1-2

1. Teacher introduces the lesson on characterization by asking:
How does a person's actions show who they truly are?
2. As a discussion begins, the teacher shows a picture of different characters students have previously learned about to spark a conversation. Ex: Anne Frank.
3. Teacher then distributes a list of 100 character traits to skim through, and refer to as students describe different characters.
4. Teacher will then have students log-into NEWS-O-MATIC to read an article on Water Man Saves Africa's Animals.
5. Teacher guides the students to preview the title, the subheadings, the pictures, and the bolded words to get a gist of the text before reading it.
6. Students share-out how they interpret the article before reading it.
7. Teacher will then have students listen to the article on NEWS-O-MATIC.
8. Once students have listened to the article, we'll read it together while discussing the character and the main details in the article.
9. Teacher will then model the use of character traits with specific evidence from the text to support the traits for the main character.
10. Teacher will then distribute the Characterization Chart to be completed with 2-4 traits and evidence from the article to support the trait.
11. Students may work independently or with a partner to complete the traits.
12. Students will then share-out which traits they've utilized to best describe the main character based on his actions, while providing evidence to support it.

Day 3-4

1. We reviewed what we learned during the previous lesson.
2. Teacher asks students to define what is characterization and explain
How does a person's actions show who they truly are?
3. Students give examples of the traits they used, and evidence from the article to support their responses.
4. Teacher asks students to think of themselves, their actions, and how they carry themselves. Teacher asks: Which traits can best be supported by your actions?

5. Students will then reflect, and share-out a couple of examples of traits to best describe themselves.
6. Students will then work independently to complete an organizer about themselves utilizing the traits list to describe themselves.
7. Teacher will then guide and scaffold while students complete the organizer about themselves.
8. Students will then share-out the traits and evidence they've used to describe themselves.

Day 5-6

1. Teacher begins the lesson by asking: How are famous people characterized by their actions?
2. Students share their thoughts based on what they've watched on television, Social Media, and so on.
3. Teacher guides students' thoughts back on the article we learned about Patrick Mwala, the volunteer who brought water to save thirsty animals.
4. Let's try to focus on people who try to do a lot for others. They reach out to help people in need, or even animals in need.
5. Students are to research information on famous people who are not only known for their fame, but also for their actions. Hopefully, these people are known for positive, loving actions.
6. Students begin to research information on famous people helping others as we discuss them and decide who we're focusing on.

Day 7-8

1. Students select a person to learn about in order to create a book using the App: Our Story.
2. Teacher models how to use the App- Our Story, then students begin to save images and develop a story.
3. Teacher scaffolds and guides as students develop their writing.

Day 9-10

1. Teacher checks in with students to edit, and make final revisions.
2. Students continue to work on making final adjustments.
3. Then students present the final project as a culminating activity.

Method(s) of Assessment of Student Learning:

Formative Assessments:

- 1: Identifying characterization traits to depict a character.
- 2: Utilizing textual-evidence to support character traits.
- 3: Applying reading and writing skills to produce a cohesive story.

Summative Assessment: Producing a writing assignment using Our Story.

Multimedia Project : Characterization

CATEGORY	4	3	2	1
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Content	Covers topic with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using complete sentences to elaborate on key details.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.

Student Groupings:

- Whole class teaching.
- Independent activity.
- Pair work.

Materials:

Consortium Software/Internet/Subscription sources: News-O-Matic, Our Story, and Google for researching information, and Rubric included.

Other References/Resources: Anne Frank-The Diary of A Young Girl, Youtube:

<https://m.youtube.com/watch?v=eTTXPd8iLsQ>, Characterization Chart, and Character Traits List.

Reflection:

As I think back on this lesson, I'm confident the goal of the lesson was achieved. My student was not only able to complete the tasks, and also internalize how characters are developed through a variety of traits which portray their personalities. My student certainly enjoyed working on this project while learning how to use a new app, and learning new information. Overall, this was a well-planned, and successfully executed lesson.

Romeo and Juliet and Literary Terms and Devices by Franco A. Zagari
(secondary)

District: Wantagh School District

School: Wantagh High School

Grade: 9

English Proficiency Levels:

Transitioning, Expanding, Commanding

Lesson/Unit Title: William Shakespeare's *Romeo and Juliet* and Literary Terms and Devices

Stand-Alone ENL Class

Description of Prior Learning:

The students have finished reading *Romeo and Juliet* in their 9th grade ELA class. Students have also encountered the various literary elements in class. The lesson allows for added enrichment of the academic vocabulary (Literary Terms and Devices) and provides an extra scaffold for the challenging text.

CCLS English Language Arts Standards:

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work.

CCSS.ELA-LITERACY.W.9-10.2.A

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.4

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

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

BCCI NLAP -MAD/GLAD Linguistic Demands:

Grade 9-10 (RL.9-10.3)

Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.

Grade 9-10 (RL.9-10.4)

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

Grade 9-10 (RL.9-10.6)

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Grade 9-10 (RL.9-10.9)

Analyze how an author draws on and transforms source material in a specific work.

Grade 9-10 (W.9-10.4)

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

Grade 9-10 (W.9-10.9)

Draw evidence from literary or informational texts to support analysis, reflection and research.

Grade 9-10 (W.9-10.11)

Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.

Procedure:

Day 1:

Students are asked to recall various literary terms and devices they have encountered in English class. The teacher will list them on the board as the students call them out. The students will not write anything. The students will also be asked to explain each term and/or give an example.

The students will then receive a full list of the literary terms and devices they will need to know for the lesson. Each term will be supplemented with examples from the play.

Students will then receive an additional handout with other brief examples from the play. For each example/quote, students will have to draw a picture to help illustrate what is happening. This helps check for true understanding of the text. The students will be permitted to help each other understand the quote/scene being referenced.

Then, under each example, the students must write which literary term is represented. Answers will be reviewed and explained.

Days 2-3:

Students will be presented with 4 excerpts from the play:

- Romeo and Juliet first meet (Act I, Scene V)
- Juliet on her balcony (Act II, Scene II)
- Romeo and Juliet meet with Friar Laurence to be married (Act II, Scene VI)
- Romeo and Juliet both die. (Act V, Scene 3)

Each excerpt will be read aloud as a group. To supplement understanding and add a visual element, we will also watch the same scene using the Franco Zeffirelli film version of *Romeo and Juliet*. For each scene, the students will be asked to provide a quick synopsis and identify any literary elements that may be present.

Days 4-5:

Each student will pick one of the four scenes from the previous days' lesson. Using the website StoryBoardThat.com, students will recreate that scene using a comic strip style illustration. The website allows students to use different backdrops and time periods to create a story. To facilitate the registration/set up process, the teacher has made one common login for the students to use with separate profiles already set for each student. (This works in my stand-alone freshman class because I only have 3 students and I can trust them to not tamper with other students' work. In larger classes, it may make more sense to have the students create their own individual logins and passwords). The teacher will provide a quick tutorial on how to use the site and create the scenes.

One of the settings on StoryBoardThat.com has a medieval style backdrop and selection of characters. This setting is perfect for the portrayal of the selected Romeo and Juliet scenes. For their assignment, students will:

1. Choose one of the 4 scenes discussed in the previous days' lessons.
2. Use the StoryBoardThat.com template to illustrate the scene.
3. The students must paraphrase the scene using word bubbles with original phrases that they created to demonstrate their own personal understanding of the play.
4. Students should still attempt to include a literary device in their scene.

The students will then present their StoryBoardThat to the class.

Day 6:

Students will play a game of Kahoot to review the literary terms along with key points of the play.

Day 7:

Students will be presented with a choice board for their final assessment. Students may choose to:

1. Rewrite another scene from *Romeo and Juliet* (aside from the four that were used). Students will write each character's part using their own interpretation and own words. Students must also reference literary devices in the scene.
2. Write an alternative ending/outcome to the play or portion of the play. Students will write each character's part using their own interpretation and own words. Students must also reference literary devices in the scene.
3. Write an original short play inspired by the story of *Romeo and Juliet*. Students must also reference literary devices in the scene.
- 4.

Method(s) of Assessment of Student Learning:

Assessment 1: Identifying literary terms and devices from excerpts on day 1. (20 points)

Assessment 2: StoryBoardThat.com comic strip. (30 points)

Assessment 3: Choice of final written assignment. (50 points)

Informal formative assessment: Kahoot review game.

Student Groupings:

- Whole Class
- Small groups
- Individual.

Materials:

Handouts, Pearson myPerspectives ELA book, iPads, PC, SmartBoard, SmartNotebook.

Consortium Software/Internet/Subscription sources: StoryBoardThat.com, Kahoot.com

Other References/Resources: Film *Romeo and Juliet*, Zeffirelli.

Reflection:

From a simple website discovered in our Title III consortia came this incredibly complex, useful, unit plan that can really be adapted to any level (not just secondary) and any ELA piece being covered at the time. The use of StoryBoardThat.com allowed for the students to explore and display their own abilities and creativity while concentrating on main ideas from a difficult work and complex ideas from their ELA class. The result was

an incredible display of creativity and ability in the topic and a great understanding of Shakespeare - a challenge to any high school freshman, let alone an ELL. I have been blessed to be able to work with this very small, yet diverse (diverse in cultural background as well linguistic and academic ability) group of students. This project is a great example of their talents.

My original plan was to have the students use StoryBoardThat.com to make a comic strip based on the play *Romeo and Juliet* and use it as their final assessment. As the assignment and the idea evolved, I decided to make it one of the formative assessments. When I saw how useful each of the three assessments I chose were, I decided to split the point values for each: 20, 30, and 50 respectively to give the project high importance throughout the learning process. The product of this are three very good submissions from three very different students. All, however, put forth a great effort and came out with great original work that they were proud and excited to share not just with each other, with me, but also with their ELA teacher. Rubrics and student samples can be found below.

Rubric 1: For 30 point StoryBoardThat.com assignment:

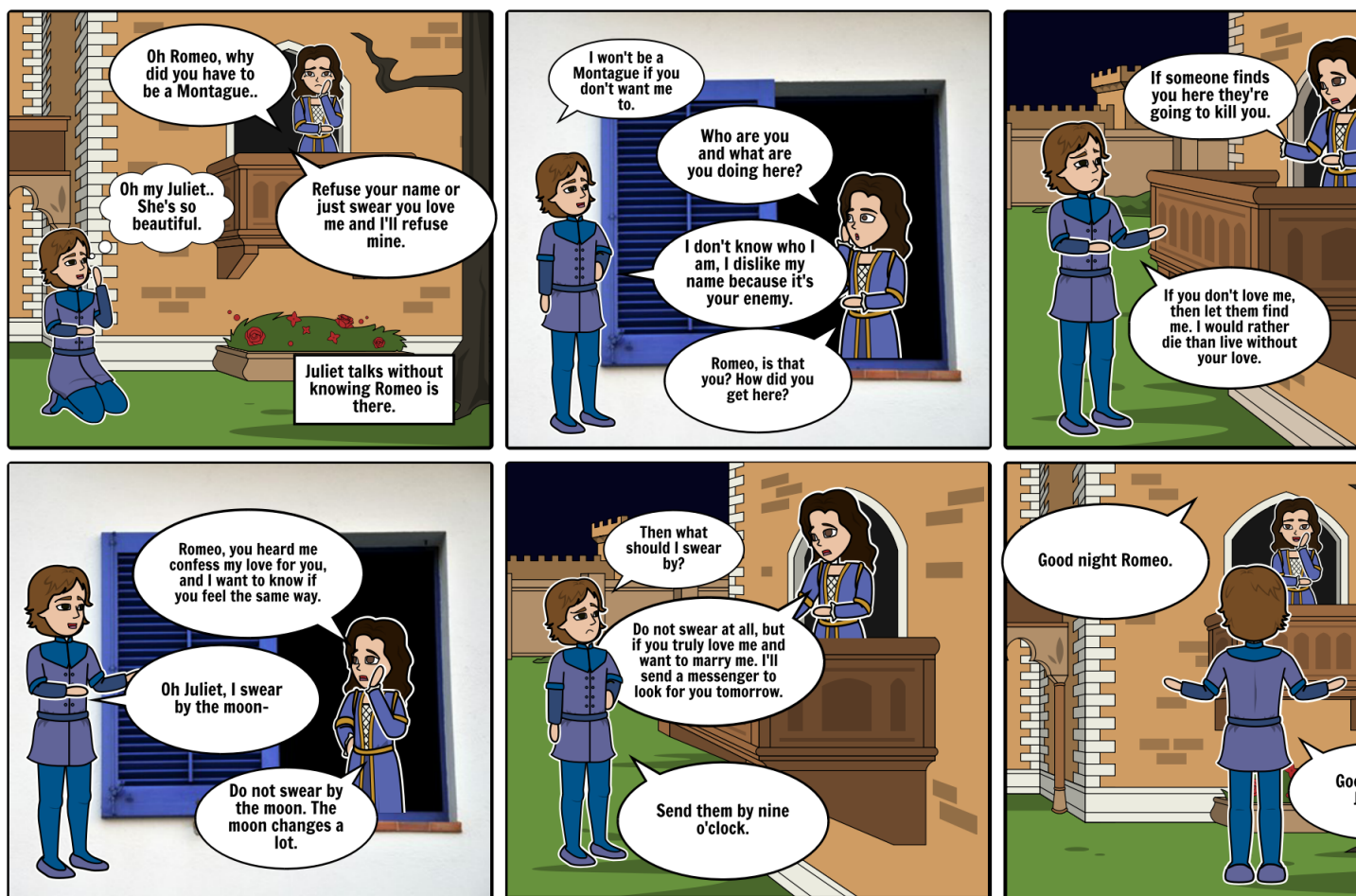
	3	2	1
Originality:	Student used original thoughts and dialogue to recreate the scene.	Student used original thoughts and dialogue with some original text mixed in.	Student copied original scene almost entirely.
Structure and conventions:	Student displays strong understanding of grammatical conventions in standard written English.	Student displays adequate understanding of grammatical conventions in standard written English.	Understanding of grammatical conventions in standard written English need improvement.
Understanding of plot:	Student displays strong understanding of storyline from the scene he/she chose.	Student displays adequate understanding of storyline from the scene he/she chose.	Student displays minimal understanding of storyline from the scene he/she chose.
Literary element:	More than one literary element is present in the StoryBoard.	One literary element is present in the StoryBoard.	Literary element is missing or not clear.

Creativity:	StoryboardThat strip was creative and included more than one or more literary element. Time and effort are evident.	StoryboardThat strip was adequately creative and included more than one literary element.	Evidence of time and effort are lacking and/or literary element is missing.
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Below are student samples from the StoryBoard assignment:

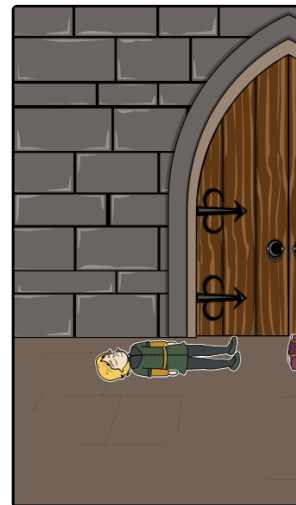
While the varying levels of English proficiency are evident at times. Each student was able to accomplish the assignment to the best their own linguistic abilities.

Student A:



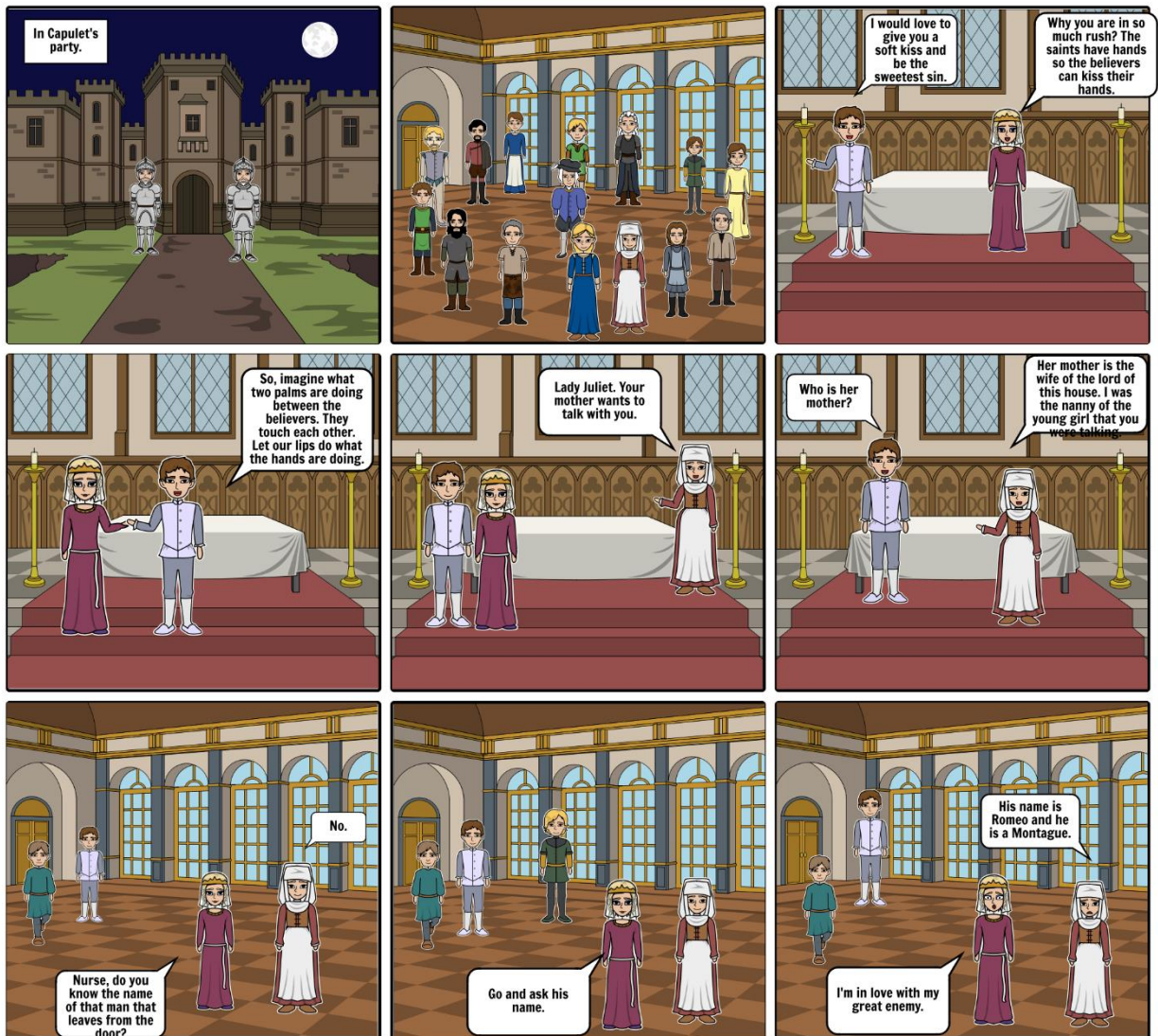
Create your own at Storyboard That

Student B:



Create your own at Storyboard That

Student C:



Create your own at Storyboard That

Grading rubric for final assessment:

Student submitted 2 or more pages of script: (10 points)

Script is properly written with dialogue and stage directions/narration: (10 points)

Structures and conventions: (10 points)

Literary Elements are evident and cited at the end of the piece: (10 points)

Creativity: (10 points)

TOTAL:

Combined score of all 3 assignments:

Excerpts retrieved from: http://shakespeare.mit.edu/romeo_juliet/index.html

ACT I, SCENE V: Romeo and Juliet Meet

ROMEO

[To JULIET] If I profane with my unworthiest hand
This holy shrine, the gentle fine is this:
My lips, two blushing pilgrims, ready stand
To smooth that rough touch with a tender kiss.

JULIET

Good pilgrim, you do wrong your hand too much,
Which mannerly devotion shows in this;
For saints have hands that pilgrims' hands do touch,
And palm to palm is holy palmers' kiss.

ROMEO

Have not saints lips, and holy palmers too?

JULIET

Ay, pilgrim, lips that they must use in prayer.

ROMEO

O, then, dear saint, let lips do what hands do;
They pray, grant thou, lest faith turn to despair.

JULIET

Saints do not move, though grant for prayers' sake.

ROMEO

Then move not, while my prayer's effect I take.
Thus from my lips, by yours, my sin is purged.

JULIET

Then have my lips the sin that they have took.

ROMEO

Sin from thy lips? O trespass sweetly urged!
Give me my sin again.

JULIET

You kiss by the book.

Nurse

Madam, your mother craves a word with you.

ROMEO

What is her mother?

Nurse

Marry, bachelor,

Her mother is the lady of the house,

And a good lady, and a wise and virtuous

I nursed her daughter, that you talk'd withal;

I tell you, he that can lay hold of her

Shall have the chinks.

ROMEO

Is she a Capulet?

O dear account! my life is my foe's debt.

BENVOLIO

Away, begone; the sport is at the best.

ROMEO

Ay, so I fear; the more is my unrest.

CAPULET

Nay, gentlemen, prepare not to be gone;

We have a trifling foolish banquet towards.

Is it e'en so? why, then, I thank you all

I thank you, honest gentlemen; good night.

More torches here! Come on then, let's to bed.

Ah, sirrah, by my fay, it waxes late:

I'll to my rest.

Exeunt all but JULIET and Nurse

JULIET

Come hither, nurse. What is yond gentleman?

Nurse

The son and heir of old Tiberio.

JULIET

What's he that now is going out of door?

Nurse

Marry, that, I think, be young Petrucio.

JULIET

What's he that follows there, that would not dance?

Nurse

I know not.

JULIET

Go ask his name: if he be married.
My grave is like to be my wedding bed.

Nurse

His name is Romeo, and a Montague;
The only son of your great enemy.

JULIET

My only love sprung from my only hate!
Too early seen unknown, and known too late!
Prodigious birth of love it is to me,
That I must love a loathed enemy.

Nurse

What's this? what's this?

JULIET

A rhyme I learn'd even now
Of one I danced withal.

One calls within 'Juliet.'

Nurse

Anon, anon!
Come, let's away; the strangers all are gone.

Exeunt

Westhampton Beach School District

Retelling “The Circuit” by Francisco Jimenez by Corinne Conroy (secondary)

School: Westhampton Beach High School

Grade(s): 9-12

English Proficiency Level(s): All levels

Lesson/Unit Title: Retelling “The Circuit” by Francisco Jimenez with Storyboard.

Description of Prior Learning: Students read and analyzed excerpts from “The Circuit” by Francisco Jimenez.

CCLS English Language Arts Standard(s):

- CCSS.ELA-LITERACY.SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-LITERACY.W.9-10.2.A
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Content Objectives:

SWBAT retell a story from "*The Circuit*".

SWBAT identify the setting, characters, events and a conflict in the story.

Language Objectives

SWBAT write about setting, characters, events and a conflict from the story.

SWBAT present their Storyboard to the class.

Procedure:

1. Students were instructed to choose their favorite story from *The Circuit* (*Inside Out*, *Miracle in Tent City*, *Death Forgiveness*, *The Circuit*, *Learning the Game*, *Moving Still*). Teacher encouraged students to look back at their previous story outlines and questions to help them decide which was their favorite.
2. Teacher then provided a graphic organizer to complete. The organizer was an outline of the slides they would be creating in Storyboard. It included: Book Cover Slide, Setting Slide, Character Slide, Event Slide (3) and Conflict Slide. Students who chose the same story were able to work together.
3. Once the outline was complete and checked by the teacher(s) students were instructed to create their Storyboard using the organizer as a guideline.
4. Students were also provided with a rubric of how they would be assessed.
5. Students presented their Storyboard to the class. While students were presenting the audience completed a chart that consisted of the name of presenter, the name of the story being presented, and their favorite part.

Student Groupings: ☒ Whole Class ☐ Small Group ☒ Pair Work ☒ Individual

Materials: *The Circuit*, Storyboard outline, Storyboard presentation chart, Laptops

Software/Internet sources: Storyboard

Reflection:

This lesson was a creative way to summarize and assess the students on *The Circuit*. It was nice to do a project based assessment rather than a test, especially for English Language Learners. This allowed students to be creative, use technology, and reflect on the story. It was also a great project for modifications. Students who had lower proficiencies weren't required to write as much detail as those with higher proficiencies. The outline greatly helped students of all proficiency levels. Allowing the students to present their project was a great way for the students to listen and see the retelling of various stories from *The Circuit*.

Directions: Choose your favorite story from *The Circuit* (*Inside Out*, *Miracle in Tent City*, *Death Forgiven*, *The Circuit*, *Learning the Game*, *Moving Still*). Then, you will create a Storyboard of 6 slides to describe that story. You must have Ms. Conroy or Ms. Wheeler approve your choice before you begin creating your Storyboard. Use this outline to help you create your Storyboard.

The title of my favorite story from *The Circuit* is

Book Cover Slide Explain your idea for a book cover for your favorite story.	
Setting Slide Where does your favorite story take place?	Place: _____ Describe the setting using details from the story: _____
Character Slides Who are the main characters in your story? What do they look like? How old are they?	_____ _____ _____

West Islip UFSD

Parks in our Native Countries by Vanessa Daige (K-3), Brandy Ugenti, Monica Krawczyk (6-12) (Mixed Grades)

District: West Islip

Schools: Oquenock Elementary School, Udall Road Middle School, West Islip High School

Grade(s): K-12

English Proficiency Level(s): Entering-Commanding

Lesson/Unit Title: Parks in Our Native Countries

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 parks as a whole. Students read non-fiction and fiction literature related to parks. They also learned and discussed vocabulary and concepts related to this topic. At the secondary level, students also learned about the topic of national parks. Students completed a K-W-L-H chart and conducted research related to national parks. Additionally, secondary students learned and became familiarized with the Book Creator app.

CCLS ELA Standard(s) / BCCI NLAP-MAD/GLAD Linguistic Demands:

CCLS Anchor Standard	Linguistic Demand
(RI.1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Grades K-3: Use who, what, where, why, and how questions forms based on the text. Grade 4: Use words and phrases to refer to examples from a text. Grade 5: Use words and phrases to reference a quote from a text. Grades 6-8: Use words and phrases to explain inferences drawn from the text Grades 9-12: Use question forms to develop factual questions.
(RI.7): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well	Grades K-2: Use sentence structures to describe the relationship between illustrations and text.

<p>as in words.</p>	<p>Grade 3: Use words and phrases to explain the information gained from the text and illustration.</p> <p>Grades 4-5: Use sentence structures to explain how the information contributes to an understanding of the text.</p> <p>Grades 6-7: Use words and phrases to integrate information from the text and the diagram.</p> <p>Grade 8: Identify qualitative information that present particular facts about a topic or idea.</p> <p>Grades 9-10: Identify the topic that links both texts.</p> <p>Grades 11-12: Use sentence structures to integrate and evaluate information.</p>
<p>(W.7): Conduct short as well as make sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Grades K-1: Use sentence structures to express an opinion.</p> <p>Grades 2-3: Use sentence structures to introduce different sources used in the research.</p> <p>Grades 4-5: Use sentence structures to build knowledge of difference aspects of a topic.</p> <p>Grades 6-8: Use sentence structures to introduce different sources used in the research.</p> <p>Grades 9-12: Use sentence structures to introduce different sources used in the research.</p>

<p>(SL.1): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Grades K-2: Use words and phrases to contribute to conversations.</p> <p>Grades 3-5: Use question forms to elicit exchanges from peers and adults.</p> <p>Grades 6-8: Use question forms to clarify information.</p> <p>Grades 9-12: Use words and phrases to make new connections based on evidence and reasoning.</p>
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CCLS Social Studies Standard(s):

Grade 1: D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other.

Grade 5: D. Geographic Reasoning

2. Distinguish human activities and human-made features from "environments."

3. Identify and describe how environments affect human activities and how human activities affect physical environments.

Grades 9-12: A. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.

2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).

5. Make inferences and draw conclusions from evidence.

CCLS Science Standard(s):

K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals and the places they live.

2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's features.

MS-ESS3-5: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

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

Teachers:

- Teachers created data sheets with questions related to specific subtopics for each grade band.
- Teachers served as facilitators assisting students throughout the day with their research, writing, and book creating process.

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 utilized computers and iPads to collaboratively conduct research on their native country parks. The research and information was recorded on their grade-banded data sheets (K-1, 2-3, 4-5, 6-8, 9-12). These data sheets contained specific questions related to parks.
- Students then utilized their completed research (on data sheets) along with iPads to create digital books using the Book Creator app.

Method(s) of Assessment of Student Learning:

Student Groupings: Whole Class Small Group Pair Work

Materials:

- computers
- iPads
- Book Creator app
- data sheets
- pencils and paper

- crayons, markers, colored pencils
- internet browsers
- Reading A-Z literature: "Henry's Hike" by Marilyn Edna Slevin, "Park Rangers" by Katherine Follett, "National Parks" by Julie Mettenburg

Consortium Software/Internet/Subscription sources:

- iPads
- Book Creator app

Reflection: As 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 a given topic. Students shared their native cultures and backgrounds with each other throughout this special day. It allowed students 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. It was a remarkable experience for both students and teachers!