



**2015-2016  
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)**





**“The art of teaching is the art of assisting discovery.”**

*~ Mark Van Doren*



## **Celebration of Learning Learning Experiences/Lesson Plan Booklet Acknowledgements**

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# ELEMENTARY

**Teacher:** Julie Perez

**School:** Babylon Elementary

**Grade(s):** Kindergarten

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

**Lesson/Unit Title:** “Antonyms”

**Description of Prior Learning:** Students have previously read a book titled [A Day in Backwards Bay](#) which talks about opposites.

CCLS English Language Arts Standard(s):

[CCSS.ELA-LITERACY.L.K.5.B](#)

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

[CCSS.ELA-LITERACY.W.K.8](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

[CCSS.ELA-LITERACY.SL.K.5](#)

Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Content Objectives and Language Objectives:** SWBAT understand the concept of, and use antonyms in their speaking and writing.

**Procedure:** Teacher will introduce the concept of “opposites” by demonstrating examples. Turn off the lights to demonstrate light and dark (or on and off). Have the students feel a hot pack and an ice pack to demonstrate hot and cold. Teacher will explain the concepts of antonyms (opposites). She will remind the students of the book they read “[A Day in Backwards Bay](#)” and talk about all of the things in the story that were opposite. Next, the teacher will read the book [What’s Opposite](#) by Stephen R. Swinburne and make an anchor chart together as a class through interactive writing. Class will then look at a wordless book about opposites and put the corresponding words on each page. Next, students will work in pairs using an app called Bitsboard on the iPad, to play a memory game in which they match sets of antonyms. Last, students will write in their “My opposite book”. In each book the students are presented with a word and they need to write and draw a picture of its antonym.

**Student Groupings:** Whole Class, Pair Work

**Materials:** [Exactly the Opposite](#)- Tana Hoban, [What’s Opposite?](#) – Stephen R. Swinburne, “My antonym book”, Bitsboard app on IPAD

**Software/Internet sources:** Bitsboard app

**Reflection:** This lesson worked extremely well. The students were very engaged and excited about the lesson. Upon reflection, I might add some more memory cards on Bitsboard as a few students finished before the other pairs

**Teacher:** Susan Bella

**School:** Winthrop Ave and Shore Road

**Grade(s):** Two groups - Grades 3,4. And Grades 5,6

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

**Lesson/Unit Title:** Poetry

**Description of Prior Learning:** The students read several pieces of poetry. We discussed different reasons people may write poetry. We discussed and analyzed descriptive language in poetry.

**CCLS English Language Arts Standard(s):** W.3.4,3.5,3.6,4.4, 4.5,4.6,5.4,5.5,5.6,6.4,6.5,6.6 SL.3.1,3.5,4.1,4.5,5.1,5.5,6.1,6.5

**Language Objectives:**

- Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. Students will be able to choose words and phrases for effect.

**Content Objectives:**

- Students will gain an understanding of poetry.
- Students will understand how to follow written directions for apps.
- Students will understand how to use a graphic organizer.
- Students will understand keyboard skills.

**Procedure:**

I will present the outline for the poem.

I am...

I wonder ...

I hear...

I see...

I want...

I am...

1. The students will be given a graphic organizer with the outline in five boxes - one in the center The other four boxes will be in the four corners.
2. The students will brainstorm their ideas in each box.
3. I will meet with each student and discuss what they feel is most relevant and personal to them.
4. Once the students decide which details they want to include in their poem, we will discuss the language they chose to use in each line of the poem.
5. The students will refer to an anchor chart about descriptive language

to assist with their writing.

6. Following the students will be given written directions to use two apps for typing their poem and designing/illustrating their poetry page.

7. First the students will use the Buncee app to type and illustrate their poem.

8. The students will save their poem page to the Buncee app and save it to their photos on the iPad.

9. Then the students will open Book Creator and choose “photos” in the drop down menu (+). Once their picture appears on the page, the students will add color to the page. (i) “page color”

10. Finally the students will record their voices as they read aloud their poem. (+) “add sound”

11. The cover page will be designed in Book Creator. The students will use two features to write character traits that describe them.

- type (+ add text) and write (+ pen)

12. Once all the pages are completed, the book will be forwarded to iBooks.

\*some students used clip art from the Internet, saved it to photos, and added it to their poem in Book Creator.

**Student Groupings:** Small Groups

**Materials:** chart paper, writing paper, anchor charts, iPad

**Software/Internet sources:**

Apps: Buncee for Edu, Book Creator, iBooks

clip art from the Internet

**Reflection:** This activity gave students the opportunity to express themselves in a creative and meaningful way. The students were given the **I am** task to follow written directions to navigate the apps. This allowed the students to have the opportunity to explore the apps independently and make their own creative decisions.



**Teacher:** Keri Kemmann

**School:** Central Boulevard School, Bethpage UFSD

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

**English Proficiency Level(s):** Entering (3) and Transitioning (1)

**Lesson/Unit Title:** The Great Serum Race (Exploring the Iditarod)

**Description of Prior Learning:** Students have been exploring the historical impact of the first Iditarod, the Great Serum Race. English learners have engaged in close readings of informational and narrative texts, webquests, and interactive media to develop an understanding of the purpose and implications of the Iditarod.

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

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine the theme of a story, drama or poem from details in the text, summarize the text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Content Objectives and Language Objectives:**

- ❖ Students will be able to describe the geography, culture and climate of Alaska.
- ❖ Students will be able to explain the historical significance of the Iditarod and its relevance to the present.
- ❖ Students will be able to interpret and explain numerical data related to the Iditarod and its participants.
- ❖ Students will be able to read grade-level narrative text and construct verbal and written responses using the conventions of standard English.

**Procedure:**

1. Students will read the learning target and schedule.
2. We will review yesterday's lesson and what we remember about the Great Serum Race, as well as what we read in *Balto of the Blue Dawn*.
3. I will display important vocabulary on the Smart Board and we will preview together and discuss.

4. Students will partner read Chapter 7 of *Balto of the Blue Dawn* using the reading strategies we discussed.
5. I will assess students' understanding of the text using Plickers. I will post a series of multiple-choice questions on the Smart Board and students will respond using A, B, C or D with their Plickers code.
6. We will discuss results and clarify any misunderstandings.

**Student Groupings:** small group and pairs

**Materials:** student copies of *Balto of the Blue Dawn*, Plicker codes, chromebooks, Google classroom

**Software/Internet sources:** Plickers, Iditarod Insider

**Other References/Resources:** Discovery Education

**Reflection:** Students responded well to the use of the Plicker codes. It allowed me to gather real-time data so I could assess the efficacy of the lesson, and whether or not objectives were met.

# EAST MORICHES UFSD

**Teacher:** Marisa Aiello

**School:** East Moriches Elementary

**Grade:** 3-4

**Target:** Transitioning English Language Learners and higher

**Lesson Title:** Reading Comprehensible Text for Information

CCLS English Language Arts Standard -Students Will Be Able To:

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

(According to LI-BERN NYSTSP 3-8 ELA Analysis -Percentage of students statewide who answered correctly;

50%)

RI.4.3 Explain events, procedures, idea, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (According to LI-BERN NYSTSP 3-8 ELA Analysis -

Percentage of students statewide who answered correctly; 49%)

**Lesson:**

- Hand out reworks.org article **World's Greatest Robot** (Akers readworks.org) in preparation for answering questions.
- First, students will read the article highlighting and circling words that are not familiar to them.
- Next, as a group we will decode and find the meaning of difficult words. Some words are provided with a definition as well as parts of speech. Go over the Spanish cognates for some of the words.
- Students will summarize the passage.
- Students will answer 7 multiple choice question as well as 3 short answer questions to informal assess the lesson.
- Students will read the paired text **Streetcar!** (Akers readworks.org) as a follow-up or for homework.
- If time watch <https://www.youtube.com/watch?v=6feEE716UEk> on 10 Amazing Robots That Will Change the World & <https://www.youtube.com/watch?v=cM6L3wi4DnU> Riding Street Cars in New Orleans

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

(Choose all that apply)

**Materials:** paired text World's Greatest Robot & Streetcars printed out, IPAD

**Internet sources:** readworks.org, youtube.com, engageny.org, LI-BERN NYSTSP 3-8 ELA Analysis

Other References/Resources: LI-BERN NYSTSP 3-8 ELA Analysis

**Reflection:**

This is a simple lesson that packs a lot of information relevant to what students need to learn in order to be on a level with their grade level peers. Readworks.org is a great source, but ELLs can still get bored with handouts especially if the language is more academic. I supplement the lessons with youtube.com videos when possible.

<b>Teacher:</b> Eneida Corona Mirra	<b>Date:</b> November 18, 2015	<b>Grade / Subject:</b> Grade Band 7-8 / ENL, ELA, S.S.
<b>Class:</b> Number of ELL students- 1 (male), <b>Age:</b> 12-14 <b>Countries of origin:</b> USA / Ecuador <b>Proficiencies:</b> L1 <b>Additional information:</b> None at this time.		
<b>Unit/Theme:</b> ELA CC, Grade 8: Module 1: Unit 1: Lesson 5 Getting to know a Character <b>Duration:</b> 40/80 minutes	<b>Standards:</b> <u>-New York ESL/ENL State Standards:</u> Intermediate Grades 5-8 Standard 1, Students will listen, speak, read, and write in English for information and understanding. <u>-CCSS.ELA:</u> RL.8.1-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.3 –Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RI.8.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>-CCSS for ELA and Literacy in History/Social Studies, Science and Technical Subjects:</u> Intermediate Grades 6-8 Reading Standards for Literacy in History/Social Studies 6–12 Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.	
<b>Content Objectives:</b> SWBAT / I can... 1. Make inferences that deepen my understanding of Inside Out & Back Again. 2. Analyze text and explore unfamiliar vocabulary words and concepts. 3. Utilize reading/listening/learning strategies to help support my citing and writing of my analysis.	<b>Language Objective(s):</b> <b>1. Listening</b> (process, understand, interpret, and evaluate spoken language in a variety of situations). <b>2. Speaking</b> (engage in oral communication in a variety of situations for an array of purposes and audiences). <b>3. Reading</b> (process, interpret and evaluate written language, symbols and text with understanding and fluency). <b>4. Writing</b> (engage in written communication in a variety of forms for an array of purposes and audiences).	
<b>Key Vocabulary:</b> -In reference to module 1: Lesson 1-5 (1) Inference (n), infer (v), determine, panic, desperately, quantities, clashes, (2) free verse poetry, stanza, cite evidence,	<b>Supplementary Materials/Resources:</b> A. Inside Out & Back Again by Thanhha Lai -Hand-outs; B. Inside Out & Back Again Text/Vocabulary Words/Gist activity sheets for previous entries and current entry “Birthday Wishes” pgs. 30-31 C. 1 <sup>st</sup> -Final draft question/worksheet for question #1 (Differentiated Mid-Unit	

<p>incidents, meaning, gist, lunar, glutinous, foretells  (3) predict, fate, smeared, foretell  (4) cite evidence, incident, critical, meaning, tone; papaya tree, flicked, vow, witness, chiding, scolding,  -Additional vocabulary for clarification/understanding of text:  Communism, weep, refugee, experience, Tet, splash, embroider, percentages, bless, expanded, Vietnam, Saigon</p>	<p>Assessment Unit4: Module 1, Unit 1) see attachments.  D. 2 point rubric: writing from sources/short response  E. Thinking Stems/Sentence Starters reference sheet.  F. Signal Words (Compare/Contrast) reference sheet.  G. Examples of nonlinguistic representations of learning target vocabulary.  -IPod with dictionary, translation, and visual reference access.</p>
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**SIOP FEATURES**

**PREPARATION**

- Adaptation of content
- Links to background
- Links to past learning
- Strategies incorporated

**SCAFFOLDING**

- Modeling
- Guided Practice
- Independent practice
- Comprehensible input

**GROUP OPTIONS**

- Whole Class
- Small Groups
- Partners
- Independent

**INTEGRATION OF PROCESSES**

- Reading
- Writing
- Speaking
- Listening

**APPLICATION**

- Hands-On
- Meaningful
- Linked to Objectives
- Promotes engagement

**ASSESSMENT**

- Individual
- Group
- Written
- Oral

**Previous Lessons:**

-ENL teacher meets daily with content ELA teacher to review materials and assure comprehensible input and learning objects.  
-Previous activity was introduced to enable ELL (English Language Learner)/LEP (Limited English Proficient) student in making inferences from a primary source/text. In this activity, 1st-Final draft question/worksheet was utilize to “Discuss irony: “I’m glad we’ve become poor so we can stay” question. Pre-viewing/reading/vocabulary activity was implemented where ELL/LEP student is asked to preview/read question and entry text. ELL/LEP student was asked to anotate (highlight/underline/circle) unfamiliar words and create gist statements for further clarification and understanding of text. ENL teacher has ELL/LEP student target those specific vocabulary words to see if connections can be made (affixes –prefixes/suffixes, root words, word families, etc.). The attempt here is to assist ELL/LEP student to model, think-out-loud, make connections/scaffold to previous background knowledge supporting process of recognizing beginning reading stratgies and techniques in understanding words and text.  
-Activity was introduce from previous assessment to assist ELL/LEP student in the process of writing. First, getting ELL/LEP student’s thoughts on paper, learning how to organize and structure responses with editing (utilizing a 1st, 2nd and final draft of writing, further investigating vocabulary words/meanings, closely looking at sentence structures and grammar, comparing 1st draft writing with final draft and reviewing changes that were made).  
Activity also supports CC/ELA, grade 8:Module 1: Unit 1: Lesson 1Making inferences: The Fall Saigon where students previewed the slide show of pictures from The New York Times of the fall of Saigon. ELL/LEP student along with whole class worked on Notice and Wonder activity.  
-Today’s lesson will focus on making inferences and writing responses that will deepen understanding of text. ELL/LEP student will also utilize reading/listening/learning strategies to help support citing and writing of analysis.

**Lesson Sequence:**

1. Motivation: ELL/LEP student will pre-view and pre-read entry (“Birthday Wishes”). ELL/LEP student will anotate (highlight/underline/circle) unfamiliar words, and gist statements. ENL teacher has ELL/LEP student target those specific vocabulary words to see if connections can be made (affixes –prefixes/suffixes, root words, word families, etc.). The attempt here is to assist ELL/LEP student to model, think-out-loud, make connections/scaffold to previous background knowledge, supporting the process of beginning reader stratgies and techniques in understanding words and text.
2. ELL/LEP student will look up any additional words/terms that are unclear and write definitions onto “Birthday Wishes” entry.
3. ENL teacher and ELL/LEP student will re-review any unfamiliar words and definitions. ENL teacher is checking for understanding, supporting ELL/LEP student with additional resources (visuals, videos, apps, etc.), reading and learning strategies.

4. ELL/LEP student will read 1st-Final draft question/worksheet for question #1 (Differentiated Mid-Unit Assessment Unit 4: Mod 1, Unit 1) see attachment. ELL/LEP will be asked to reiterate in his own words question #1. ENL teacher is checking for understanding and

if ELL/LEP student is still struggling with concept/word or meaning, ENL teacher will encourage/assist/model ELL/LEP student to utilize resources, reading and learning strategies (i.e. IPOD-dictionary/thesaurus/ translate, visuals, reference sheets) and techniques for clarification.

\*Note -If ELL/LEP student is still unable to retrieve information ENL teacher will prompt student to explain in his native language and will restate his comments in English to enable and support ELL/LEP student's scaffolding of first language (L1) acquisition with second language (L2) acquisition. This strategy only works with this specific ELL/LEP student's whose L1 is in Spanish. In the event that ENL teacher is working with an ELL/LEP student whose 1st language is Polish, ENL teacher may utilize other resources (translation apps) to create scaffolds.

5. ELL/LEP student will use "Birthday Wishes" entry to complete 1st-Final draft question/worksheet (ENL/LEP student will begin by writing down his initial inferences. Using resources, reading and learning strategies, student will continue to complete 2nd, 3rd and final draft of his written statement(s). ENL teacher will continue to scaffold/encourage/assist/model ELL/LEP student to utilize resources.

6. ELL/LEP student will review 2-point rubric: writing from sources/short response (Differentiated Grade 8: Module 1: Unit 1: Lesson 5) to assure all requirements have been met.

#### Adjustments/Modifications:

Continue to assess and monitor ELL/LEP student work, provide opportunities in re-teaching, reviewing, and modeling if necessary to assure understanding. ENL teacher should be checking for understanding and asking questions. ENL teacher can also encourage and provide other forms of graphic organizers for pre-reading to help ELL/LEP students develop and understand key concepts. Adding visual supports, adding/removing text clues, word banks, glossaries (English & L1), bilingual dictionary apps, high frequency academic words with additional supports, in-text meaning making statements, highlighting/underlining key words/terms, utilizing simple sentence structures for additional scaffolding guides, providing a few key example answers, formatting guides so that there is added scaffolding (i.e. open-ended format versus multiple choice questions).

#### Grouping:

-ELL/LEP student's current English proficiency level is Entering (has great dependence on support and structures to advance his academic language skills). Currently this ELL/LEP student is at a level that has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within his grade level.

-Grouping of ELL/LEP student will not be an issue since the student is the only present ELL/LEP student in his ELA classroom.

-Specifically for this lesson, ELL/LEP student will complete individual written work.

#### ENL teacher Formative Assessment(s)/ ESL teacher Summative Assessment:

1st-Final draft question/worksheet for question #1 written summary (Differentiated Grade 8: Module 1: Unit 1: Lesson 5) and any pertaining additional written work.

ESL/ENL Summative Assessment(s): Submit into student working portfolio/binder for end of year summative assessment.

# EAST QUOGUE UFSD

**Teacher:** Grisel Baltazar

**School:** East Quogue Elementary School

**Grades:** 5<sup>th</sup> and 6<sup>th</sup>

**English Proficiency Level:** Entering

**Lesson/Unit Title:** Greek Mythology

**Description of Prior Learning:** Journeys Common Core Text and Supplemental Resources, Web Quest.

CCLS English Language Arts Standard(s): CCSS.ELA-LITERACY.L.6.1, L.6.2, L.6.3, L. 6.4.

**Content Objective:** Students will learn about Greek Mythology and its relation to the elements of air, fire, water and earth.

**Language Objective:** Students will learn and demonstrate their mastery of reading, writing, listening, and speaking as they create their own myth and iBook.

**Procedure:** Teacher will lead classroom conversation initially, differentiate vocabulary strategies, and model target skills utilizing explicit instruction. Students will collaborate with their peers in a small group setting to write, illustrate, and share an original myth explaining a natural phenomenon.

**Student Groupings:** Small Group, Pair Work, and Individual

**Materials:** Journeys text, supplemental tools, web quest, story maps, graphic organizers, art materials and iPads.

Software/Internet sources: Book Creator  
(technology based on SAMR model)

**Other References/Resources:** Quest Garden, mythweb.com and life.com

**Reflection:** While addressing individual learning styles all students will learn!

# EAST WILLISTON UFSD

**Teacher:** Cie Gardet Antogiovanni

**School:** North Side School, East Williston District

**Grade:** 4

**English Proficiency Levels:** Emerging/Transitioning

**Unit Title:** Listening, Reading, Writing, Speaking through Interviews

**Prior Knowledge:** Students have been learning interview vocabulary and have read an example interview as a class.

**CCLS:** RF 4.3 Know and apply grade level phonics and word analysis skills in decoding words.; W4.2 Write informative texts to examine a topic and convey ideas and information clearly.; W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.; SL4.1 engage effectively in a range of collaborative discussions with diverse partners.; L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Materials:** iPads (video recording), question starters, sentence starters, pens, paper, example interviews to reference

**Unit Objective:** Students will participate in reading, writing, listening, and speaking to create interview questions using targeted vocabulary to interview their teachers.

## **Unit Procedure:**

- Teacher will review targeted vocabulary (Question words and Interview vocabulary). (Day 1)
- Students will choose a school building professional to interview and ask the person of choice if they agree to be interviewed. (Day 1)
- Students will create interview questions using targeted vocabulary. (Day 2-3)
- Class will edit interview questions together. (Day 3-4)
- Students will practice reading their questions to their peers while using iPads to record their speaking through video. (Day 4)
- The class will go over what they observed in the video. Students will be prompted to give feedback to their peers by using sentence starters. (Day 5)
- Students will make revisions to their questions if needed and practice speaking while using the iPads to record themselves. (Day 6)
- Students will interview the school professional of choice while being video recorded on the iPad. (Day 7)
- Students will watch their video and write down the answers to the questions they asked. (Day 7-8)
- Students will take their interview questions and answers to create an article about the person they interviewed. Written report will be edited and typed up (Day 8-11)
- Students will read their finished report while being video recorded on the iPad. (Day 12)



- Class will have a video interview celebration! Students will watch one another's interview videos. (Day 13)

**Reflection:** Due to scheduling issues the class went over the allotted time for this unit. Students were excited to use the iPads to record themselves! When watching the video of themselves practicing speaking, students were able to self-monitor changes they wanted to make. Some examples from the students were speaking louder and clearer, keeping hands away from our mouths when speaking, sitting up while asking questions, and watching how much we fidget while asking the interview questions. Overall this was an incredible experience! Students were excited to interview their teachers and enjoyed using the iPads through the various steps of the project. I was pleased to see how much each student learned through self-monitoring in the practice videos.

# EASTPORT- SOUTH MANOR CSD

**Teacher:** Megan Burley-Dwyer

**School:** Tuttle Avenue School, Eastport South Manor School District

**Grade(s):** Kindergarten

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

**Lesson/Unit Title:** What do we need to survive in cold weather?/Weather/Cause and Effect

## Description of Prior Learning:

Based on the science curriculum, the students have been learning about the interdependent relationship between animals/humans/plants and their environment. They studied topics such as migration, hibernation, and adaptation. The students are starting their unit on weather and climate. This lesson bridges the two units. Also, the students are beginning to read and use reading strategies. This lesson focuses on the strategy of using illustrations to support the text.

## CCLS English Language Arts Standard(s):

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

## NYS Science Standard(s):

K. Interdependent Relationships in Ecosystems” Animals, Plants, and Their Environment

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

## Content Objectives and Language Objectives:

SWBAT **listen** for information and make **verbal** predictions on articles of clothing needed based on weather and body part

SWBAT understand that illustrations must match the text in which they appear, and **match** appropriate illustrations to the poem’s text

SWBAT **read** cause and effect sentences about articles of clothing needed for different weather types, using illustrations as a guide.

SWBAT **critique** if a picture of a child is dressed appropriately for the weather or not, **verbally** explain why, and **create** a more appropriate outfit for the child

## Procedure:

SW review winter activity words with the **Bits Board Pro** app by listening to a word, and tapping the correct picture that matches the word.

- On the rug, SW listen to each stanza of the poem “It Is Snowing” and based on context clues, make predictions as to what type of article of clothing completes the cloze sentence.
- SW reveal the clothing word after making the prediction by lifting off the post-it covering the word.
- SW then choose the correct illustration to match to each stanza, and affix it on the poem.
- Together, the CW read the whole poem/song through.
- The SW return to their seats and read cause and effect sentences in their booklets, which mirror the poem. SW use the illustrations as a guide when they read.

- As a closure, SW observe the weather in a picture and critique children’s outfits to determine if each child is wearing appropriate clothing for the weather. SW verbally explain why the outfit is appropriate or not, and if not, choose a picture of a child who is wearing appropriate clothing.

**Student Groupings:** Whole Class, Individual

**Materials:**

iPad app “Bits Board Pro”  
Smartboard activity  
“It Is Snowing” poem on chart paper  
Vocabulary pictures with Velcro  
“It Is Snowing” booklets  
Crayons

**Software/Internet sources:**

SMART Notebook

**Reflection:**

In general, I believe the lesson was successful. The students were able to listen to the song and make accurate verbal predictions to fill in the cloze sentences. They were able to match appropriate illustrations to the text. After listening to the cause and effect language in the song, they were able to use that knowledge of the language to read cause and effect sentences in their booklets. By the end of the lesson, the students were able to name all of the winter clothing vocabulary, and critique a child’s outfit based on the weather. The students really enjoy using the Bits Board Pro app. I feel that it is an effective way to learn vocabulary in a fun way, and to review vocabulary as well. The students also love interacting with the Smart Board, and enjoyed the closure activity. They thought it was fun to critique the children’s outfits at the end.

# EASTPORT- SOUTH MANOR CSD

**Teacher:** Sharon Wheeler

**School:** Eastport South Manor School District

**Grade(s):** Kindergarten

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

**Lesson/Unit Title:** Things We See/Do in Spring

**Description of Prior Learning:** Students have been discussing what they do when they play outside and observing things that we can do in the spring when the weather gets warm.

**CCLS English Language Arts Standards:**

CCLS.SI.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. c. Seek to understand and communicate with individuals from different cultural backgrounds.

CCLS.W.K.2 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, and provide a reaction to what happened.

Content Objectives: Students will be able to categorize information into “Things We See and Things We Do”.  
Language Objectives: Students will create a simple sentence and compile a book with their group which separates the sentences they wrote into two categories, “Things We See and Things We Do in Spring”.

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

**Materials:** Smart Board, writing paper, crayons, pencils, construction paper.

**Software/Internet sources:** Reading A to Z story about Spring

**Procedure:**

Day 1: Introduce the topic of Spring.

- Read the book “Spring” from Reading A to Z on the Smart Board whole class on the carpet. Have students volunteer to stand up and read the pages.
- Discuss some things we see and some things we can do when spring comes. (play in puddles, see rainbows, see flowers, ride bikes etc.)

Day 2 and 3:

- Visit each table group (red, green-Day 2 yellow, blue Day 3). Discuss with them what they would do after school, on weekends, and what they might see outside, on the playground, in their backyard, etc.

Remind them to notice what they see and to remember some things they did to help them write the sentences for their group.

#### Day 4: Interview the students

- Bring students to horseshoe table and ask each student what they see or do in spring. Write their answers down for typing later into the computer.

#### Day 5 & 6: Writing

- Have students come to horseshoe table and give each of them a sentence to categorize into things we see/do in spring. Discuss with group about where they think each sentence belongs.
- Give students writing paper to copy their sentences down.
- Give students the drawing paper to draw a picture of their sentence.
- Use Turboscan to take a picture of everyone's work and email it to myself.
- Copy files into Smartnotebook.

#### Day 7 & 8:

- Have students come to carpet to read their sentences with the class and determine if their sentence was a see or do sentence and if their picture matches the sentence.

#### Day 9 & 10

- Print out the Smart Notebook file and have each group help to create their books with their color construction paper.
- Each group will practice reading their sentences and then present their book to the class.

**Reflection:** I started working with these students in March and it has been a long time since I worked with Kindergartners so there was a learning curve. They don't work independently very well so I was much more involved. As I went along I started to try to do it whole class, then small group and then for some individually, based on their needs. I didn't intend for it to be ten days but the attention span of Kindergartners is much shorter than third graders. However, I was pleased with the student's involvement in the project. I would do it again but with it broken down to very small parts so that everyone could work as independently as they possible.

# EASTPORT- SOUTH MANOR CSD

**Teacher:** Stacey Chiavola

**School:** South Street

**Grade(s):** 1

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

**Lesson/Unit Title:** My Alphabet Book

**Description of Prior Learning:** Before starting this unit we read a variety of Alphabet books. The focus throughout the year has been letter sound recognition while building academic vocabulary.

## CCLS English Language Arts Standards:

### NY.CC.1.RF.            Reading Standards: Foundational Skills

- 1.RF.2.                 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 1.RF.2.a.             Distinguish long from short vowel sounds in spoken single-syllable words.
- 1.RF.3.                 Know and apply grade-level phonics and word analysis skills in decoding words.
- 1.RF.3.c.             Know final -e and common vowel team conventions for representing long vowel sounds.

### NY.CC.1.W.            Writing Standards

#### Text Types and Purposes

- 1.W.2.                 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### Production and Distribution of Writing

- 1.W.5.                 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

#### Research to Build and Present Knowledge

- 1.W.7.                 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- 1.W.11.              Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

### NY.CC.1.SL.           Speaking and Listening Standards

#### Comprehension and Collaboration

- 1.SL.1.                Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1.SL.1.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).
- 1.SL.1.b.             Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

### NY.CC.1.L.            Language Standards

#### Conventions of Standard English

- 1.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.L.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

### **Content Objectives and Language Objectives:**

- The students will create an alphabet book.
- The students will recognize letter name- sound association.
- The students will practice sharing their work by participating in whole-class and partner discussions.

### **Procedure:**

#### **Day 1**

1. Hide 26 letter cards around the room and have students find them.
2. As a group put the letter cards in alphabetic order.
3. Adhere cards to butcher or chart paper.
4. Review letter cards. Invite students to say the names of the letters and the sounds they make.
5. Next, hand out the copies of My ABC Book to students. Tell them that they are going to be visiting different alphabet sites. Their job is to go on a letter hunt and find different words that begin with each letter. (I gave them one page at a time to help with organization and assessment.)
6. Reference the alphabet books we have read as a group and provide copies for students to reference. The students will choose their words from these books.
7. Review the hand out of MY ABC Book with the students and model how to fill out the template. Students can draw a picture to match the letter. Students who are already writing may write the word under the picture or write a sentence using the word.
8. Students can work independently, while the teacher monitors them.
9. The teacher should wrap up the lesson by having students practice saying the letter and the picture name to a friend.

#### **Day 2**

1. Gather students and bring out the alphabet chart that they created during day 1. Ask them if they can think of words that begin with any of these letters.
2. Tell students that they will be visiting a new alphabet website. Review directions for recording in their ABC books. Challenge students to work on letters that they have not completed in their books yet.
3. Show students how to use Julia's Rainbow Corner. When they click on a letter, they will hear the letter name and see a picture that begins with that letter. Model for students how to click the letter, listen to the letter name, say the word for the picture out loud, and record it in their ABC book.
4. Wrap up the lesson by having students share their new addition in the ABC book with their partners.
5. Early finishers may challenge themselves to think of more words that go with each letter.

#### **Day 3**

1. Gather students and bring out the alphabet chart that they created during day 1. Ask them if they can think of words that begin with any of these letters.
2. Show students the *Poisson Rouge Alphabet website*. Demonstrate how to navigate the site. If you roll the mouse over each letter, a picture appears that begins with that letter. Encourage students to click on the letters and then the sentences that appear.
3. After students have finished working on the computers, have them work with their partners to share their ABC book.

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

**Materials:**

- Eating the Alphabet by Lois Ehlert
- Miss Spider ABC by David Kirk
- ABC Apple Pie by Alison Murray
- Computers with Internet access
- Butcher or chart paper
- 26 index cards ( To make the Letter cards)
- Alphabet Picture Pages

**Software/Internet sources:**

- Julia's Rainbow Corner
- Poission Rouge Alphabet

**Other References/Resources:** UH-OH! Cards, Alphabet Picture Pages from the readwritethink.org website. The unit took longer than three days. I used these above materials to reinforce the students learning.

**Reflection:** The unit took longer than three days. Students were excited about their creations. They enjoyed sharing their work and prompted many conversations. I laminated the books and had the students make a cover.



# HARBORFIELDS CSD

**Teacher:** Lindsay M. Lunati- TJL

**School:** Harborfields CSD

**Grade(s):** Period 1, ESL Push-in, math, Mrs. Jordan's 3<sup>rd</sup> grade class

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

**Lesson/Unit Title:** "How is multiplication like addition?"

**Description of Prior Learning:** Students will use addition and grouping to transition towards multiplication.

**Essential Question:** How is multiplication like addition?

**CCLS English Language Arts Standards:**

CCLS Mathematics Standard(s): (if applicable) CCSS.MATH.CONTENT.3.OA.A.1: Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .*

CCSS.MATH.CONTENT.3.OA.A.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol or the unknown number to represent the problem.

**Content Objectives and Language Objectives:** Students will be able to identify that combining equal groups is multiplication

**Procedure:** Students start the POD (Problem of the day pg 100 #10  $a + b$ )

- Take attendance, go over POD
- On the board read essential question together (how is multiplication like addition?)
- Preview vocabulary (factors, product, array)
- Open books pg 101 - real world unlock the problem
- Student reads the problem answer blue box questions
- Introduce One Way add equal groups
- Have guest pick 4 numbers between 1-25 (numbers correlate to students)
- Ask students how many apples the first student should get? (student answers, hand the first student 3 apples)
- Now that we know Tomeka needs 3 apples to make 1 apple cake how many apples will the next person need? And the next and the next ...
- Have students count up the fruit
- Ask students, to read and finish the last part of the question (so this means  $3+3+3+3=12$ , so Tomeka needs 12 apples to make 4 cakes...)
- Pg 102 Lets learn another way to figure out this problem but before lets watch a video
- Watch brain pop video on multiplying equal groups, whole group take quiz at the end
- Hand the 3 seated groups each 12 apples. Have students create their own way to make equal groups of 12
- (Circulate room, have groups share how they created equal groups)
  
- Have students complete the share and show question independently
- Ask students to turn and talk to their neighbor and share what they did for number 1

- Have students get a partner and a set of counters, have students complete numbers 2 – 11 with a partner using counters
- Go over
- \*\*For students who are finished let them go on to pg 104 \*\*
- Split 3 groups to 4 groups and have students each get a baggie with a matching array & multiplication sentence game
- Bring students back for recap of essential question
- EXIT TICKET- distribute post its, students answer question on board (What is another way to show  $5 + 5 + 5$ ?)
- (time permitting)- use counters to answer addition and multiplication sentences that the teachers create (ex: 4 groups of 5, 3 groups of 2, 3 groups of 3)

**Student Groupings:** Small Group

**Materials:** To support my ELL's I am using visuals (video & power point with directions and key vocabulary, manipulatives (counters), as well as realia for real life connections to activate prior knowledge (real apples).

**Reflection:** For this class, their current level of understanding of the content related to this lesson is mixed. Some will remember to add and will be able to make the natural connection to multiplication while others will not make a connection naturally. During my lesson I will assess students by asking them to give me a thumbs up or down for understanding (this gages me to see if I need to go back and reteach the concept). At the end of the lesson I will have students complete pages for homework.

**Grade(s):** Period 1, ESL Push-in, math, Mrs. Jordan's 3<sup>rd</sup> grade class

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

**Lesson/Unit Title:** "How is multiplication like addition?"

**Description of Prior Learning:** Students will use addition and grouping to transition towards multiplication  
Essential Question: How is multiplication like addition?

**CCLS English Language Arts Standards:**

CCLS Mathematics Standard(s): (if applicable) CCSS.MATH.CONTENT.3.OA.A.1: Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .*

CCSS.MATH.CONTENT.3.OA.A.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol or the unknown number to represent the problem.

**Content Objectives and Language Objectives:** Students will be able to identify that combining equal groups is multiplication

**Procedure:** Students start the POD (Problem of the day pg 100 #10 a + b

- Take attendance, go over POD

- On the board read essential question together (how is multiplication like addition?)
- Preview vocabulary (factors, product, array)
- Open books pg 101 - real world unlock the problem
- Student reads the problem answer blue box questions
- Introduce One Way add equal groups
- Have guest pick 4 numbers between 1-25 (numbers correlate to students)
- Ask students how many apples the first student should get? (student answers, hand the first student 3 apples)
- Now that we know Tomeka needs 3 apples to make 1 apple cake how many apples will the next person need? And the next and the next ...
- Have students count up the fruit
- Ask students, to read and finish the last part of the question (so this means  $3+3+3+3=12$ , so Tomeka needs 12 apples to make 4 cakes...)
- Pg 102 Lets learn another way to figure out this problem but before lets watch a video
- Watch brain pop video on multiplying equal groups, whole group take quiz at the end
- Hand the 3 seated groups each 12 apples. Have students create their own way to make equal groups of 12
- (Circulate room, have groups share how they created equal groups)
  
- Have students complete the share and show question independently
- Ask students to turn and talk to their neighbor and share what they did for number 1
- Have students get a partner and a set of counters, have students complete numbers 2 – 11 with a partner using counters
- Go over
- \*\*For students who are finished let them go on to pg 104 \*\*
- Split 3 groups to 4 groups and have students each get a baggie with a matching array & multiplication sentence game
- Bring students back for recap of essential question
- EXIT TICKET- distribute post its, students answer question on board (What is another way to show  $5 + 5+ 5$ ?)
- (time permitting)- use counters to answer addition and multiplication sentences that the teachers create (ex: 4 groups of 5, 3 groups of 2, 3 groups of 3)

**Student Groupings:** Small Group

**Materials:** To support my ELL's I am using visuals (video & power point with directions and key vocabulary, manipulatives (counters), as well as realia for real life connections to activate prior knowledge (real apples).

**Reflection:** For this class, their current level of understanding of the content related to this lesson is mixed. Some will remember to add and will be able to make the natural connection to multiplication while others will not make a connection naturally.

During my lesson I will assess students by asking them to give me a thumbs up or down for understanding (this gages me to see if I need to go back and reteach the concept).

At the end of the lesson I will have students complete pages for homework.

# ISLAND TREES UFSD

**Teacher:** Jennifer Anderson

**School:** Michael F. Stokes

**Grade:** 4

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

**Title:** Biography: Dr. Seuss

**Description of Prior Learning:** Students will understand what a biography is.

**CCLS English Language Arts Standards:** W.4.2., SL.4.4, SL.4.5, R.I.4.1, RL.4.7, L.4.6

## **Language Objectives:**

- The students will have commanding vocabulary proficiency in order to complete the timeline worksheet.

## **Content Objectives:**

- The students will understand the meaning of biography.
- Understand key details of a biography and timeline
- Will interpret information visually, orally or quantitatively and explain how information contributes to understanding of the text in which it appears.
- Understanding of keyboarding skills

## **Procedure:**

- The students will listen and read a biography about Dr. Seuss on their iPads using headphones.
- The students will answer writing prompts on the Timeline worksheet using complete sentences.
- Each student will take a section of his life and create a page on Buncee.com
- Once all the pages area complete, it will be a virtual class book on the Biography of Dr. Seuss.
- Once our virtual class book is complete, my students will show their mainstream teachers and classmates the finished project.
- The ENL students will be able to explain to their mainstream classmates, how to create post cards using Buncee.com mainstream to send to their Pen Pal friends in Paris, France.

**Student Groupings:** Small Group, Individual and Group

**Materials:** iPads, Computer, Student Timeline Worksheet

**Software/Internet sources:** Pebblego.com, Buncee.com, Google Images

## **Reflection:**

This lesson took a few periods to complete. Initially, this lesson began with using iPads, something my students always look forward to. Then, as the lesson progressed, they were extremely excited to incorporate their research into the Buncee. The 4<sup>th</sup> graders loved working on the computer and having the freedom to create their own page for our class book.

To View our Buncee, click the link below:

[https://www.buncee.com/buncee/v2/493274?share\\_key=1d4eb733e62d11e59eff00185179db73](https://www.buncee.com/buncee/v2/493274?share_key=1d4eb733e62d11e59eff00185179db73)

# KINGS PARK CSD

**Name:** Rosa Ismail

**School:** Fort Salonga Elementary School

**Grade:** 3

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

**Lesson/Unit Title:** “1700s History”

**Description of Prior Learning:** Students should have prior experience in using the iPad, SmartBoard 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 proof/details) as well as be familiar with timelines. The students were also learning about 1700s History via a chapter in their textbook and other resources (videos, read-aloud chapter book, articles, drama/play, etc.)

## **CCLS English Language Arts Standards:**

- RI.3.1 Ask and answer questions to demonstrate understanding of a text & refer explicitly to the text as basis for answers
- RI.3.2 Determine the main idea of a text & key details & explain how they support
- RI.3.3 Describe relationship between series of historical events, using language that pertains to time
- RI.3.4 Determine the meaning of general academic words/phrases in a text relevant to grade 3 subject
- RI.3.5 Use text features/search tools to locate information relevant to give topic efficiently
- RI.3.7 Use information gained from illustrations and words in text to demonstrate understanding
- RI.3.10 By end of year, read/comprehend informational texts including history/social studies
- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words
- RF.3.4 Read with sufficient accuracy & fluency to support comprehension
- W.3.6 With guidance, use technology to produce/publish writing as well as to interact/collaborate
- W.3.8 Gather information from print/digital sources, take brief notes and sort evidence
- W.3.10 Write routinely over extended time frames for a range of discipline-specific tasks/purposes
- SL.3.1 Engage effectively in collaborative discussions (1:1, groups, teacher-led) w/diverse partners
- SL.3.2 Determine main ideas and supporting details from read loud or information via media
- SL.3.5 Create engaging audio recordings of stories/poems...to enhance certain facts/details
- SL.3.6 Speak in complete sentences when appropriate to task & situation to provide details/clarification
- L.3.1 Demonstrate command of conventions of standard English grammar/usage when writing/speaking
- L.3.2 Demonstrate command of conventions of standard English capitalization, punctuation, & spelling
- L.3.4 Determine/clarify meaning of unknown & multiple-meaning words/phrases using range strategies

## **NYS Social Studies Standards:**

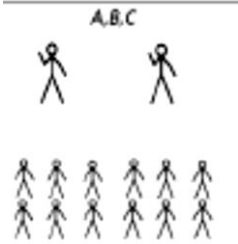
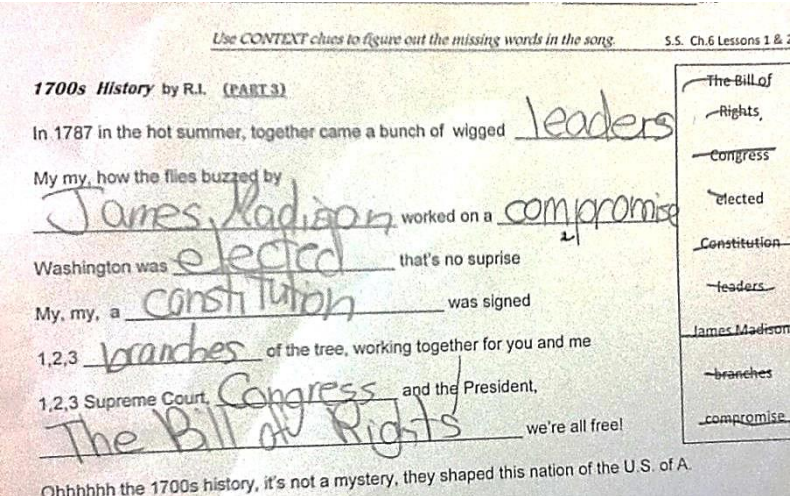
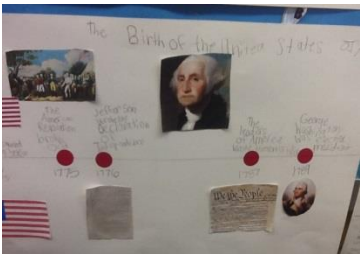
- History of the U.S and New York
- World History
- Civics, citizenship and government

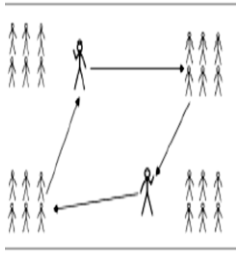

**Content Objectives and Language Objectives:**

Students will identify, explain and analyze several important historical events, people and vocabulary associated with 1700s history. Students will use proper English grammar/mechanics in order to read, write and discuss important information from 1700s American History.

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

**Procedure:**

What the Teachers Do	What the Students Do
<p>Teachers explain directions to cloze song. Teachers ask students to explain directions again and name resources they can use if they need help.</p> 	<p style="text-align: center;"><b>SONG CLOZE</b></p> <p>Students explain directions again to each other. Students actively participate by coming up with resources they can use if they get stuck during this activity. They can look back at their textbook (glossary) or their own class notes. Depending on levels, students work with partner or alone. They fill in the missing vocabulary words using the given word box.</p>  <p>Students peer check and then read aloud to analyze and correct any errors. Students perform song using Karaoke version via YouTube on SmartBoard. Song/video recorded using iPad.</p>
<p>Teachers explain directions for each center and then ask students to clarify and repeat the directions to each</p>	<p style="text-align: center;"><b>1700s CENTERS</b></p> <p>Students actively participate by rotating around the room to different centers.</p> <p>~<u>Timelines</u>: students add important dates/information to create own timeline</p> <p>~<u>Drama</u>: Students practice their parts in the class</p> 

<p>other.</p> 	<p>production of <i>Ben and Books</i>. They read/practice their lines and finish creating their props.</p> <p>~<u>The Talented Ben Franklin</u>: Read article to self and answer multiple choice questions and highlight and label information in the text that will support your answers. Questions are very similar to those found on the Gr.3 ELA NYS assessment. (i.e.: main idea/mostly about, sequence, inferencing...)</p> <p>~<u>BitsBoard</u>: Students self assess their vocabulary using the app that they helped create in earlier lessons. (Students helped by finding the definitions, typing them into the app, and recording their own voices.)</p> 
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**Materials:** iPads, SmartBoard, pencils, timeline sheets, textbooks, song cloze sheets, ELMO  
**Software/Internet sources:** karaoke version of song by Elle King *Ex's and Oh's*  
<https://www.youtube.com/watch?v=odO7rH5vmal>, BitsBoard app,

- Other References/Resources:**
- SS textbook: *Communities: Adventures in Time and Place* (Macmillan/McGraw-Hill)
  - Drama/Play: *Ben and Books* by Navidad O'Neill
  - Article: *The Talented Ben Franklin* (Comprehensive Reading and Writing Assessment 3; Options Publishing, Inc, 2002)

**Reflection:**

GLOW	GROW
<p>-I feel that in general the students were actively engaged throughout the lessons and varied activities. They demonstrated collaboration and cooperation with their peers.</p> <p>-There were many other activities and more rigorous writing that the students completed before, during and after the above mentioned activities that really enhanced and supported their learning of the Constitution, government (branches), George Washington, Declaration of Independence, etc.</p>	<p>-Transitioning between centers could have been more student-led instead of teachers giving signal.</p> <p>-The students created timelines on poster paper but I am sure in the future I could find a digital way (via an app, SmartBoard, etc) so the students could create a digital timeline with embedded photos, graphics, videos and/or pre-recorded soundbites! 😊</p>

**Teacher:** Erica Rice

**School:** Kings Park School District-RJO Intermediate School

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

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

**Lesson/Unit Title:** “April Fool’s Day”

**Description of Prior Learning:** Since all students are new to the country, they have been learning about American holidays as they come up throughout the year. We have also compared American holidays to other holiday traditions around the world, allowing students to share their personal experience with their peers. Students have enjoyed learning about the holidays while acquiring English language skills.

### **CCLS English Language Arts Standards:**

Writing Standards:

- Text Types and Purposes Standard 3 -Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured 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.
- Production and Distribution of Writing Standard 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - Production and Distribution of Writing Standard 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Speaking and Listening Standards:

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

### **Content Objectives and Language Objectives:**

- Objective(s):
  - SWBAT understand the purpose of April Fool’s Day and to plan a prank that they would play on someone.
- Language Objective(s):
  - SWBAT use their knowledge of April Fool’s Day to discuss harmless pranks in small groups and as a class.
  - SWBAT correctly use sequencing words to outline their plan.
  - SWBAT write a complete narrative of their prank in sequential order.
  - SWBAT retell their narrative using dialogue in a comic strip.

### **Procedure:**

\*Takes place over the course of 4-5 lessons/days.

Anticipatory Set:



- Students will be given a worksheet, on which they will have to circle all of the things that are wrong in the picture. Ex: a dog is in the tree, a fish is driving the car, etc. (from ESL Teacher’s Holiday Activities book)

Mini Lesson:

- Teacher will write down the word “prank” on the whiteboard and discuss its meaning. Teacher will also have the word translated into students’ L1.
- Teacher will explain that in many countries, there is a day when the people pull pranks on each other and try to trick each other. Teacher will elicit if any of the students know the name of this day.
- Class will read a short story about April Fool’s Day. (from ESL Teacher’s Holiday Activities book)
- Teacher will put a chart up on the board that describes the way other countries around the world celebrate the day. The chart will include the country, name of the holiday, date it is celebrated, and how it is celebrated. The class will discuss the chart, focusing on similarities and differences amongst countries. Students will then be asked to discuss if they have a similar holiday in their country.
- Teacher will show students a Brain Pop ESL video about April Fool’s Day.

Work Session:

- Teacher will have students make a word web in their notebooks with the word ‘prank’ as the word in the center. In groups, students will write as many harmless pranks as they can think of on the web-students will be instructed to use their translators and dictionaries to help them. After time is up, the students will share out their ideas and the teacher will write them on the class word web, sketching quick pictures to ensure understanding.
- Teacher will place a 4square chart paper on the board. Teacher will explain to the students that they will be using the 4square to help them write about a prank they would like to play on someone.
- Teacher will explain that the students will choose a prank and then explain to the audience how they would pull the prank off, step by step (explain that it is like giving directions), by using the transition words first, next, then, and last. Teacher will show the students how to use the 4square for this assignment by doing an example with the class.
- Teacher will give students a few moments to choose their prank and then have students share out to ensure all pranks are appropriate before they start writing. Students will then use their dictionaries and translators to write out the steps of their prank.
- Next, teacher will introduce students to the website ToonDoo. It will be explained that now that students know what their prank is going to be, they are going to create a comic strip showing their prank. Teacher will show them an example that she created for her prank that was created as the 4square example. Teacher will explain that in the comic, she represented herself and the person who was being pranked with cartoon characters. Explain that throughout the comic, the characters show what they are thinking and saying to each other. Teacher will also explain that even though she only wrote 4 steps in her 4square, that she decided to make her comic strip into 6 steps to better show the reader what was going on. Show students the highlights of the website and then let them play around with it to create a comic strip.
- Once comic strips are complete, allow students to go back to their 4square and add any information they think would allow the reader to better understand their prank. When all revising and editing of the 4square is done, students will use the steps to write a story about their prank. Students will be given a paper with the heading “When I woke up this morning, I decided I would pull the greatest prank ever.” Students will then copy their writing from the 4square onto the final story paper.

Closing:

- Have students share their pranks with the class.

**Student Groupings:** Small Group, Pair Work and Individual

**Materials:**

- Do Now Worksheets
- April Fool’s Day story (ESL Holiday Book)
- Chart of April Fool’s Day holidays around the world

- Student notebooks
- 4 square worksheets & samples on chart paper
- Writing paper
- Dictionaries
- Translator (or Google translate)
- Computers (one for each student)
- Printer

**Software/Internet sources:**

- Brain Pop ESL (April Fool's Day) <https://esl.brainpop.com/level3/unit3/lesson3/>
- Cartoon Strip Creator  
<http://toondoo.com/createToon.do>

**Other References/Resources:**

- ESL Teacher's Holiday Activities by Elizabeth Claire

**Reflection:**

Students really enjoyed completing this unit on April Fool's Day. The anticipatory set had them laughing and asking questions about the unit they were about to begin. I found it very helpful to act out many of the pranks as we were discussing them. I also had students act out their prank step by step as they were writing their 4 square, to help them break the steps apart.

During this unit, I wanted the students to focus first on their writing and then worry about the comic and the narrative, but I was concerned about my lowest student being able to complete the writing. I considered letting him do the comic first, but due to use of computers decided to let him stay with the rest of the class and try writing first. I would change this next time I did the unit because I believe he would have benefitted from seeing his comic to write out the steps.

I am also very happy having let the students go back to revise their 4square after they completed their comics. It was a valuable teaching moment for them to understand how important their directions are and how detailed they need to be for the reader to understand them. Overall, the projects came out great!

**Teacher:** Christina Arata

**School:** Shelter Rock Elementary

**Grade(s):** K

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

**Lesson/Unit Title:** How to Make a Sentence

**Description of Prior Learning:** In their regular classrooms, students are learning parts of a sentence in their Reading Street curriculum. They are already familiar with nouns, verbs, and adjectives.

**CCLS English Language Arts Standards:**

**(W.K.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.

**(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 and provide a reaction to what happened.

**Content Objectives and Language Objectives:**

**Writing Anchor Standard 2**

- Identify a topic to be developed in drawing, dictating or writing.
- Identify information about the topic.
- Use nouns, verbs and adjectives to provide information about the topic.

**Writing Anchor Standard 3**

- Use verbs (e.g., go, eat, walked) to describe events.
- Use sequence words and phrases (e.g., first, then, after, in the end) to tell events in order.
- Use adjectives (e.g., happy, sad, easy, better) to describe a reaction.

**Procedure:**

Teacher will begin lesson with a short video song from Youtube about making a sentence :

[https://www.youtube.com/watch?v=0Wrv\\_ZviMEc](https://www.youtube.com/watch?v=0Wrv_ZviMEc)

1. Teacher will present the Buncee on the Smartboard via the app on Ipad about making a sentence
2. Students will use the Sentence Buddy project to map out their own simple sentences.
3. Teacher will lead how to notate their sentence parts (underline the Capital letter 3 times, put a box around the verb, underline the subject one time, circle the punctuation)
4. Students will notate their sentences in the same way.
5. Students will share their sentences with the class.

**Student Groupings:** Small Group

**Materials:**

Sentence Buddy, pencils, Smartboard, Ipad

Buncee - <https://www.edu.buncee.com/buncee/588103>

**Software/Internet sources:**

Smartboard, iPad, YouTube Video

Buncee - <https://www.edu.buncee.com/buncee/588103>

**Other References/Resources:**

Sentence Buddy

**Reflection:**

It went great! Lots of cute sentences from the kids and we had a few minutes at the end to play the sentence song from YouTube again and they were singing along 😊

**Teacher:** Kristin O’Leary

**School:** Birch School

**Grade(s):** K and 1

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

**Lesson/Unit Title:** The Four Seasons/Spring

**Description of Prior Learning:** We have been working on sentence stems and how to create a sentence. Students have some understanding of weather, but limited background knowledge. They will continue to do different poems for each of the four season

**CCLS English Language Arts Standards:**

**CCSS ELA-Literacy.RI.K.1:** With prompting and support, ask and answer questions about key details in a text

**CCSS ELA-Literacy.W.K.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.

**CCSS ELA-Literacy.W.K.6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**CCSS ELA-Literacy.SL.K.1:** Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

**CCSS ELA- Literacy.L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and

**CCSS.ELA-Literacy.RL.K.5:** Recognize common types of texts (e.g., storybooks, poems).

**Content Objectives and Language Objectives:**

Writing Anchor Standard 2:

SWBAT identify a topic to be developed in drawing, dictating or writing.

SWBAT Use nouns, verbs and adjectives to provide information about the topic.

**Procedure:**

**Day 1:**

1. Students will watch a short video from YouTube on the four seasons.  
<https://www.youtube.com/watch?v=ksGiLalx39c>
2. Teacher will introduce learning more about a specific season; our first focus will be on the spring season.
3. Teacher will read I See Spring by Charles Ghigna, pausing on each of the pages to discuss what we see.
4. Teacher will already have word wall printed of each of the vocabulary words/ observations made from the non-fiction text.
5. Teacher will add words to word wall, that students can access, as students make observations from the non-fiction text.
6. Students will receive graphic organizer of sensory words (see, hear, taste...).
7. Teacher will explain that the class will be writing their own piece of poetry all about spring weather and their 5 senses.
8. If possible the teacher will take the students on a nature walk so they can observe the spring through their 5 senses. Students may take pictures using iPad with help of their teacher as well.
9. Students will fill in their organizers.
10. Share one characteristic they observed about spring with their 5 senses.

## **Day Two:**

1. Teacher will reintroduce topic and review spring vocabulary through Reading A-Z book and Bitsboard application on iPad.
2. Students will revisit their organizers and share all 5 senses.
3. Students will work together to give feedback and help students expand their writing.
4. Teacher will show her poem about spring using Buncee.  
[https://www.edu.buncee.com/buncee/v2/653058?share\\_key=ee92b7ce187411e69eff00185179db73](https://www.edu.buncee.com/buncee/v2/653058?share_key=ee92b7ce187411e69eff00185179db73)
5. Teacher will show students how she created her poem from beginning to end.
6. Teacher will have students use their iPad to practice inserting media, text, etc.
7. Students will then be given the opportunity to create their own Buncee Spring Poem.
  - a. Students will have sentence stems provide  
In spring I feel \_\_\_\_\_.  
In spring I see \_\_\_\_\_.  
In spring I smell \_\_\_\_\_.  
In spring I touch \_\_\_\_\_.  
In spring I taste \_\_\_\_\_.
8. Students will then add animation, images, videos, etc to their Buncee.
9. Students will present their Buncees

**Student Groupings:** whole class, small group, individual

### **Materials:**

Graphic organizer: sensory poetry

Teacher example

I See Spring by Charles Ghigna

Spring by Reading A-Z

**Software/Internet sources:** Raz Kids- Spring Book (Same as Reading A-Z book), YouTube, Buncee, Bitsboard

**Reflection:** Students found Buncee really easy to use. One of my students is very low for his grade level, he really loved the use of technology because he is strong on the computer. Overall, the mix between realia and technology helped my students with building their vocabulary!

# MILLER PLACE UFSD

**Teacher:** Alyssa Lanino

**School:** Andrew Muller Primary School & Laddie A. Decker Sound Beach School

**Grades:** 3<sup>rd</sup> & 4<sup>th</sup> grade

**English Proficiency Level(s):** Entering & Emerging

**Lesson/Unit Title:** Groundhog Day, Semantic Mapping

**Description of Prior Learning:** Students have learned about Groundhog Day through a prior lesson. In that prior lesson, students developed an understanding about what Groundhog Day is, what happens during this day and the cause and effect relationship of the groundhog and the shadow.

## **CCLS English Language Arts Standards:**

### **a. ELA CCSS**

- i. RF 3.3**
  - 1.** Know and apply grade-level phonics and word analysis skills in decoding words.
- ii. RF 3.4**
  - 1.** Read with sufficient accuracy and fluency to support comprehension.
- iii. W.3.4**
  - 1.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- iv. SL 3.1**
  - 1.** Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- v. SL.3.4**
  - 1.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
- vi. SL 3.6**
  - 1.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- vii. L 3.1**
  - 1.** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- viii. L.3.2**
  - 1.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ix. L3.3**
  - 1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- x. RI.3.4**
  - 1.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- xi. RI.3.7**
  - 1.** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

xii. RI 3.8

1. Describe the logical connection between particular sentences and paragraphs in a text.

**b. ESL Standards**

i. Standard 1

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

a. Performance Indicators

- i. 9- Convey information, using some organizational patterns and structures.
- ii. 11- Express and develop ideas and understanding using some elements of the writing process.
- iii. 13- engage in collaborative activities through a variety of student groupings to gather, share, discuss and present information.
- iv. 16- Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.

ii. Standard 3

1. Students will listen, speak, read, and write in English for critical analysis and evaluation.

a. Performance Indicators

- i. 1- Form and express responses to ideas through reading, listening, viewing, discussing, and writing.
- ii. 4- Evaluate students' own and others' work individually and collaboratively, on the basis of establish criteria.
- iii. 7- Engage in collaborative activities through a variety of student groupings to discuss and share experiences, ideas, information, and opinions.
- iv. 8- Apply self-monitoring and self-correcting strategies to adjust language production effectively express ideas and opinions.

iii. Standard 4

1. Students will listen, speak, read, and write in English for classroom and social interaction.

a. Performance Indicators

- i. 3- Request and provide information and assistance, orally or in writing, for personal, social and academic purposes.
- ii. 4- Listen attentively and take turns speaking when engaged in pair, group or full class discussion on personal, social and academic topics.
- iii. 7- Follow oral and written directions to participate in classroom and social activities.
- iv. 10- Demonstrate appropriate classroom behaviors.

**Content Objectives and Language Objectives:**

1. Students will be able to write facts about Groundhog day.
2. Students will be able to develop a semantic map on their knowledge of Groundhog Day.
3. Students will be able to orally share their project with the class.

**Procedure:**



1. The teacher will discuss the goal of the lesson.
2. Students will be introduced to semantic mapping in the sense of using Popplet on the iPad.
3. Students will take their notebooks with their predetermined partners and start to hi-lite the important facts they want to incorporate into their project.
4. Students must also identify at least two vocabulary words that they learned throughout the lessons on Groundhog Day. Students must include these vocabulary words on their semantic map and be able to define the words to their class.
5. Students will then go onto Popplet and make their semantic map.
6. When all groups are finished, students will present their project to the class.

**Student Groupings:** Pair Work

**Materials:** iPad, notebooks, SMARTboard

**Software/Internet sources:** Popplet

**Other References/Resources:** BrainPOP, NewsELA

**Reflection:** By doing this lesson, I found that students think quite differently from one another when getting their ideas down. I think by using the iPad, students can really excel and show their peers what they know and how they can utilize technology to help further their education. I also found that students really put more effort into their work by allowing them to use this resource because they were able to see all the fun things that you can do with technology all while learning. I also think that this app and lesson helped “clean up” students thoughts. They were able to get their ideas down in a way that was organized and also made sense to them.

# Miller Place UFSD

**Teacher:** Katerina Aiello

**School:** Andrew Muller Primary School, Miller Place UFSD

**Grade(s):** 1

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

**Lesson/Unit Title:** Earth Day

**Description of Prior Learning:** This lesson is the culmination of a week-long study of Earth Day. We read a variety of texts on Earth Day, both fiction and nonfiction, and completed a KWL chart about Earth Day prior to this lesson.

## **CCLS English Language Arts Standards:**

ELA CCSS

- iv. RI 1.1
  - 1. Ask and answer questions about key details in a text.
- v. RI 1.2
  - 1. Identify the main topic and retell key details of a text.
- vi. RF 1.4
  - 1. Read with sufficient accuracy and fluency to support comprehension.
- vii. W 1.2
  - 1. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- viii. W 1.7
  - 1. Participate in shared research and writing projects.
- ix. SL 1.1
  - 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
    - d. Seek to understand and communicate with individuals from different cultural backgrounds.
- x. SL 1.2
  - 1. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- xi. SL 1.6
  - 1. Produce complete sentences when appropriate to task and situation.
- xii. L 1.1
  - 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - i. 16- Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.

NYS Science Standard(s):

*Performance Indicators:*

*7.1a Humans depend on their natural and constructed environments*

7.1b *Over time humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities.*

7.1c Humans, as individuals and communities, change environments in ways that can either be helpful or harmful for themselves and other organisms.

### **Content Objectives and Language Objectives:**

#### ESL Standards

**Standard 1-** Students will listen, speak, read, and write in English for information and understanding.

#### Performance Indicators

1- Identify and use basic reading and listening strategies to make text comprehensible and meaningful.

4- Compare, contrast, and categorize to gain a deeper understanding of information and objects.

6-Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts.

9-Convey information, using some organizational patterns and structures.

11- Express and develop ideas and understanding using some elements of the writing process.

13- Engage in collaborative activities through a variety of student groupings to gather, share, discuss and present information.

16- Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.

**Standard 3-** Students will listen, speak, read, and write in English for critical analysis and evaluation.

#### Performance Indicators

1- Form and express responses to ideas through reading, listening, viewing, discussing, and writing.

4- Evaluate students' own and others' work individually and collaboratively, on the basis of established criteria.

7- Engage in collaborative activities through a variety of student groupings to discuss and share experiences, ideas, information, and opinions.

8- Apply self-monitoring and self-correcting strategies to adjust language production effectively express ideas and opinions.

**Standard 4-** Students will listen, speak, read, and write in English for classroom and social interaction.

#### Performance Indicators

3- Request and provide information and assistance, orally or in writing, for personal, social and academic purposes.

4- Listen attentively and take turns speaking when engaged in pair, group or full class discussion on personal, social and academic topics.

7- Follow oral and written directions to participate in classroom and social activities.

10- Demonstrate appropriate classroom behaviors.

### **Procedure:**

Teacher will introduce today's lesson by showing the brainpopjr video "Reduce, Reuse, Recycle."

1. Students will view video and will stop and jot at predetermined points to write or draw examples of how they reduce waste, reuse materials, or recycle.
2. After viewing the video, students will discuss their ideas with a partner to practice using relevant vocabulary and to help generate more ideas.

3. Students will contribute ideas of ways to reduce, reuse, and recycle to a class chart on the SMART board.
4. Teacher will tell students that we will be using the app “Book Creator” to create a class book for Earth Day.
5. Students will each be responsible for selecting one idea from the chart, converting it to a complete sentence, and illustrating their page with clip art or photos from the internet.
6. Using the two ipads we have available, teachers will work with students individually to complete their page. Students who are not using the ipads will be using construction paper and markers to create an Earth Day poster which will be displayed in the halls.

**Student Groupings:** Whole Class, Pair Work and Individual

**Materials:** Student notebooks, SMART Board, construction paper, pencils, markers

**Software/Internet sources:** Brainpopjr video, Book Creator app, teacherspayteachers.com

**Other References/Resources:** *Earth Day Every Day* by Lisa Bullard, *The Lorax* by Dr. Seuss, *Earth Day* by Trudi Strain Trueit

**Reflection:** The students responded really positively to using Book Creator. It took some time to get the students used to manipulating the tools and searching for pictures and saving pictures on the internet. It took about two class periods to complete but it was well worth it. This was a good outlet for children who do not like to draw (they were resistant to creating the poster). It really motivated the students to complete the assignment and we continue to read the class book together on occasion. We have also completed other class books using this technology since this assignment.

# NORTH BELLMORE UFSD

**Teachers:** Diane Vaccaro, Nicole Martelli & Jen Fredrickson

**School:** North Bellmore

**Subject:** Reading/Language Acquisition

**Grade Level:** Kindergarten

**English Proficiency Levels:** Emerging, Expanding

**Lesson:** Retell/Prepositions

**Teaching Point:** Students will retell the story *Rosie's Walk* using preposition words.

**Prior Knowledge:** What does it mean to retell? As a reader, I see the prefix re- and I know that means "to do again". (Show vocabulary card of retell with picture)

## **Common Core Learning Standards:**

Reading and Content Area:

RL.K.2: With prompting and support, retell familiar stories including key details

RL.K.10: Actively engage in group reading activities with purpose and understanding

## **Speaking and Listening:**

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

SL.K.5: Add visual displays to descriptions as desired to provide additional details

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

## **Language:**

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

e. Use the most frequently occurring prepositions

f. Produce and expand complete sentences in shared language activities

## **Writing:**

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single events, tell about the events in the order in which they occurred, and provided a reaction to what happened.

## **Materials:**

- *Rosie's Walk* picture book
- Picture vocabulary
- Rosie retell books
- Assessment checklist

## **Software/Internet Resources:**

- <http://www.schooltube.com/video/13e5b71bb3663c832b4b/Rosies-Walk>
- Rosie's Walk SmartBoard Notebook
- iPad
- iPad app I can write 2

**Motivation:** Today we are going to be reading a story called Rosie's Walk and retelling the events in the story using position words. Position words tell us where we are. In this story we have two very important characters. Show the picture of Rosie the hen and the fox. How can we describe the fox? Where do hens live? What other things can we find that live on a farm?

**Procedure/Shared Experience:**

- We are going to learn about how to retell a story using position words. We call these position words prepositions.
- In this story, Rosie is going to be in many different positions. Introduce the prepositions.
- Review the prepositions that will be used in the story to the children. Have them act out each one.
- Sound them out with the children using the letter sounds. Say it, act it out. (TPR)  
**Vocabulary:** across, around, over, past, through, under
- Listen to the story using the Schooltube site. Remind the children to pay attention to the words that show the different positions of where Rosie is throughout the story.
- Remember, we are going to be retelling Rosie's story and telling where she is during her walk.
- Explain to the children that they are going to make their own Rosie book to retell the story and show what they know about prepositions. When you are finished, you are going to get to color your Rosie book.
- Hand each student a booklet with a Rosie tied to the book.
- Read and model the first sentence together. With beginner ELL students, read each sentence together having the students read along as you go. If able to, have students practice retelling the story aloud to a friend using their books.
- All students will show the preposition using Rosie.
  - Beginners will have the preposition printed already in the book and have to move the Rosie to demonstrate understanding of the preposition.
  - Advanced will have a sentence with a fill in of the preposition. Students will use the cutout words to paste the correct preposition in the sentence. If the students would like even more of a challenge, they can write another preposition that would also fit to make the sentence make sense.
- When all of the students are finished, go over the answers using the SmartBoard interactive. Have each child take a turn coming up to the board and moving Rosie to where she needs to go. Have the children point to the words while reading and move Rosie accordingly.

**Differentiation:**

Emerging:

Create a book and move Rosie to represent the correct preposition.

The sentence and preposition will be printed on the page.

Students will move the Rosie and trace the words with their finger.

Students will write the preposition again next to the word if time allows.

**Expanding:**

Create a book and move Rosie to represent the correct preposition.

The students will then select the correct preposition that fits in the blank and tape it to their booklet

As a challenge, they can write another preposition that would also fit to make the sentence correct

**Student Groupings:**

Whole class and individual

**Assessment:** As students are working, keep track of which students are not getting the correct prepositions using a checklist. Use that as the assessment for the final exit slip. If students are struggling, remind them that another strategy we use is to look at a word wall.

**Exit Slip:** Have students act out a preposition they struggled with using data collected during the lesson.

**Follow-up Assessment:**

Create your own book of prepositions using school. What do you do in school?

**Beginner:**

Fill in copying the sentence and create an illustration for each page.

I do many things at school.

I walk across the \_\_\_\_\_.

I walk around the \_\_\_\_\_.

I walk over the \_\_\_\_\_.

I walk past the \_\_\_\_\_.

I walk through the \_\_\_\_\_.

I walk under the \_\_\_\_\_.

**Advanced:** Write your own sentences retelling what you do in school including more than one possible preposition for each sentence.

**Reflection:** Students really enjoyed the lesson. This lesson appealed to all visual, kinesthetic and auditory learners. Next time cloze sentences can be one of the activities.

**Teacher:** Cathy Marketos

**School:** H.D. Fayette Elementary School

**Grade(s):** 4<sup>th</sup> grade, Integrated

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

**Lesson/Unit Title:** Digital Storytelling

**Description of Prior Learning:**

1. Students completed an author study about Chris Van Allsburg. Each of the 10 books was accompanied by activities. Students also had to compare one story to another, using details to describe similarities and differences. Students were expected to compare characters (traits), setting, main idea problem/solution and mood. ENL students were expected to write about at least two story features. Literary elements were explored, such as Point of View (Two Bad Ants), Theme (Just a Dream), Character Analysis (Zathura), Text Structure (The Wretched Stone).

**CCLS English Language Arts Standards:**

**RL.4.2-** Determine a theme of a story, drama, or poem from details in the text; summarize the text

**RL.4.3** – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

**RL.4.6** – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**W.4.1b** – Provide reasons that are supported by facts and details.

**W.4.3** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.4.6** – With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of the keyboarding skills to type a minimum of one page in single sitting.

**Content Objective:** Students will use a Chris Van Allsburg illustration from his book, **The Mysteries of Harris Burdick**, along with its caption, to write their own mystery stories. They will use what has been learned to determine the mood of each picture and demonstrate the mood in their writing. Students will use digital media to interact and work collaboratively with peers to create and publish a digital story based on this illustration.

**Language Objective:** Students will collaborate to summarize their mysteries on a storyboard, highlighting main ideas. Students will display proper usage of verb tense. Students will be able to orally present their stories, keeping in mind the task and audience.

**Procedure:**

1. Each pair of students received one illustration from **The Mysteries of Harris Burdick** book by Chris Van Allsburg. Each illustration contained a caption that was to be used to determine “mood”.
2. Students collaborated to come up with a story idea, under the genre of Mystery.

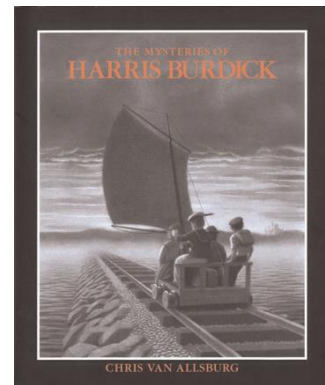


3. A “Story Mountain” organizer was provided for each pair of students to plan their mysteries.
4. Once completed, a first draft of their mystery was written on paper. The drafts were peer edited and typed.
5. Final versions were orally presented to the class. The class had to determine which illustration matched the text.
6. Teacher demonstrated how to navigate the website, [www.edu.buncee.com](http://www.edu.buncee.com) on the SmartBoard. A set of written directions was provided in the second hands-on lesson in order for students to log on and get acquainted with the site.
7. Each student received a copy of a storyboard and was asked to summarize their stories using 1 box for the title and 3- 4 boxes for the story.
8. By the third demo lesson, students logged onto [www.edu.buncee](http://www.edu.buncee) on their laptops and began to create their BUNCEE.
9. Students chose backgrounds, objects, and animation to illustrate each slide. Then they added text to each page.
10. Students were shown how to add voice to their stories. They then narrated their mysteries.

**Student Groupings:** Whole Class, Pair Work

**Materials:**

- Story Mountain graphic organizer
- copy of a storyboard
- looseleaf and pencils
- **The Mysteries of Harris Burdick** by Chris Van Allsburg
- iPad and laptops ● SmartBoard



**Software/Internet sources:**

Website and App: [www.edu.buncee.com](http://www.edu.buncee.com), Buncee for Edu (app)

[https://www.teachervision.com/tv/printables/hmco/MysteriesHarrisBurdick\\_TG.pdf](https://www.teachervision.com/tv/printables/hmco/MysteriesHarrisBurdick_TG.pdf)

**Reflection:**

The finished products were very cute. The students enjoyed seeing their published work, especially slides that contained animation. Unfortunately, the website and the app were very frustrating to use. There was much wait time between editing and saving changes. The recording feature did not work properly.

# NORTH MERRICK UFSD

**Teacher:** Christina Moser

**School:** North Merrick School District

**Grades:** 3 and 4

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

**Lesson/Unit Title:** Learning Language Through the Arts

**Description of Prior Learning:** Students were introduced to the works of several famous artists. They were exposed to several short passages that detailed the life of several artists. The students in this small group enjoy drawing.

**CCLS English Language Arts Standards:**

RI.3.1 Reading: Informational Text: Students will be able to ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers.

W.3.4: Corresponding College and Career Readiness Anchor Standard. Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Content Objectives and Language Objectives:** L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to produce, simple, compound and complex sentences.

**Procedure:** The students were shown books of several famous artists such as Pablo Picasso, Vincent van Gogh and Georges Seurat. The students were asked to read a short story about a famous artist and recall information from the text. The teacher also presented a short article about the artist from ([www.makingartfun.com](http://www.makingartfun.com)) on the smartboard as an additional resource. The teacher demonstrated how to read the article and underline important details. The teacher provided support using a graphic organizer which included boxes to collect the information using the 5 W's strategy. The students worked together with the teacher and each other to find the most important details and wrote the information in their graphic organizer. The students later transferred the information from their organizer to a well-organized paragraph about their favorite artist. The students created a replica of their favorite work of art from their favorite artist with the help of the art teacher in our district. The students were exposed to drawing objects to scale. The students created their replica and a photo was taken. The graphic organizer, short paragraph and work of art were incorporated into a book using the Book Creator app on the iPad.

**Student Groupings:** Small Group Instruction

**Materials:** Pablo Picasso, Art for Children by Ernest Raboff; article from website ( [www.makingartfun.com](http://www.makingartfun.com)) about Pablo Picasso, Georges Seurat and Vincent van Gogh, graphic organizer, iPads, chalk, photocopies of famous works, chart paper, colored pencils, clear overlay for duplicating art work.

**Software/Internet sources:**

[www.makingartfun.com](http://www.makingartfun.com); [www.teacherspayteachers.com](http://www.teacherspayteachers.com) (Famous Artists 6 Famous Artists art lessons by Natalie's Nook); Book Creator app, Pablo Picasso app; Google Translate app.

**Other References/Resources:** Google Images; Wikipedia.com

**Reflection:** The children loved working on this project. They were extremely engaged in researching various artists and looking at different works of art. They enjoyed producing their replica and they recalled the names for various tools used in the art room without any difficulty. I have used the graphic organizer for other short articles as a tool for recalling and organizing information.

# OYSTER BAY-EAST NORWICH CSD

**Teacher:** Kim Kaufman

**School:** Theodore Roosevelt Elementary School - Oyster Bay-East Norwich

**Grade(s):** K

**English Proficiency Level(s):** Entering/Emerging

**Lesson/Unit Title:** Weather

**Description of Prior Learning:** Students have been learning weather vocabulary.

**CCLS English Language Arts Standards:** SL.K.1 - Speaking - Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.  
L.K.4 - Language - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

W.K.2. - Writing - 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.

RI.K.1 - Reading - With prompting and support ask and answer questions about key details in a text.

**Content Objectives and Language Objectives:** Students will learn weather based vocabulary. Students will use weather based vocabulary in writing and speaking to discuss and write in full sentences about the different weather during the four seasons.

**Student Groupings:** Small Group, Pair Work

**Materials:** Smartboard, youtube, edpuzzle, *Weather* by Pamela Chanko and Daniel Moreton, *The Four Seasons* by Simon Lee, Kahoot! Weather quiz, blank board books.

**Software/Internet sources:** Kahoot! Weather quiz, edpuzzle *How's The Weather* song, Smartboard 4 season weather continuum, YouTube <https://www.youtube.com/watch?v=8Zjpl6fgYSY>.

**Other References/Resources:** *Weather* by Pamela Chanko and Daniel Moreton, *The Four Seasons* by Simon Lee

## Procedure:

- Students were introduced to weather and four season vocabulary by watching YouTube video <https://www.youtube.com/watch?v=8Zjpl6fgYSY>
- Students take turns discussing with partners the different weather in the different seasons.
- Students then listen to an Edpuzzle song '*How's The Weather?*' and answer questions, so that the teacher can assess their understanding of the weather vocabulary.
- Teacher and Students then do a guided reading of *Weather* by Pamela Chanko and Daniel Moreton, *The Four Seasons* by Simon Lee. Teacher emphasizes sentence structure and how to write and speak about the weather in full sentences.
- Teacher and students use the model books as a way to help support their own shared writing of a four seasons weather book.
- Students write their own weather booklet using the below sentence scaffold:

- It is \_\_\_\_\_ in the \_\_\_\_\_.

**Assessment:** Students learning is assessed via their weather book and how they complete a Kahoot! Quiz on weather.

**Reflection:** Students loved this unit and had lots of fun singing the YouTube song and playing the Kahoots! Quiz. Coincidentally, the 2016 Speaking portion of the NYSESLAT had a big section on weather. As a result of this unit, my students were able to perform better on the speaking assessment.

# OYSTER BAY-EAST NORWICH CSD

**Teacher:** Penny Koinis

**School:** Theodore Roosevelt School

**Grade(s):** 2

**English Proficiency Level(s):** Mixed Levels

**Lesson/Unit Title:** Penguins

**Description of Prior Learning:** Students spent multiple weeks learning about penguins via books, Internet, and videos

**CCLS English Language Arts Standards:**

W.2.2. Write informative/explanatory texts

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCLS Mathematics Standard(s): 2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

**Content Objectives and Language Objectives:**

**Content:** To become familiar with all aspects of Penguin habitat and animal features to the point where students can create a slideshow and deliver a mini-presentation

**Language:** Students will learn vocabulary associated with penguins and the Arctic, including animal classification and feature vocabulary

**Procedure:** Students studied penguins and the Arctic using various books and Internet resources. Students use app Buncee to create an All About Penguins slideshow.

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

**Materials:** iPad, SMARTboard, Buncee app

**Software/Internet sources:** national geographic website

**Other References/Resources:** various non-fiction library books

**Reflection:** Students created an engaging and informative Buncee Slideshow on an app that was shared with

# OYSTER BAY-EAST NORWICH CSD

**Teacher:** Samantha Levy-Wehr

**School:** James H. Vernon School

**Grade(s):** 3rd/4th

**English Proficiency Level(s):** Entering (mixed abilities)

**Lesson/Unit Title:** Sharks: Main Idea and Details/Nonfiction Reading

## Description of Prior Learning:

### Connection

Teacher will review what the students have already done with nonfiction texts.

“We have practiced finding the main idea of pictures by asking, ‘What do these pictures have in common?’ ”

We have also practiced giving supporting details about one main idea”.

## CCLS English Language Arts Standards:

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

**RI.3.2:** Determine the **main idea** of a text; recount the key **details** and explain how they support the main idea.

**SL.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.

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

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

**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Content Objectives and Language Objectives:

### Content Objective:

Students will be able to determine the **main idea** and supporting **details** of a nonfiction text.

### Lexical Objectives:

Students will understand and be able to apply the following lexical items: *paragraph, main idea, details, in common, boxes and bullets*

### Literacy Objectives:

Students will be able to identify **words that appear throughout the text** to identify the main topic.

## **Procedure:**

### **Teaching Point**

Teacher will introduce the lesson, the book *Sharks*, and the graphic organizer.

“Today we will learn how to determine the main idea of a nonfiction text by noticing what details we are learning and what they all have in common.”

- The teacher will read the text aloud.

### **Active Engagement**

The teacher will then reread the first few sentences of the text and demonstrate how to identify an important detail.

The teacher will *think aloud*, “What is one important detail that I learned about sharks? Hmmm, I learned that their skeletons are made of cartilage. That seems important because it teaches something new about sharks.”

*Cartilage* might be an unfamiliar word. Although the text explains its meaning, students might need further explanation and translation to L1. They can use the Google Translate app on the iPads if necessary.

The teacher will model how to write the detail in their “boxes and bullets” graphic organizer.

The teacher will ask: “Is there another important detail in this section that I learned about sharks?”

The teacher will then reread the next few sentences of the text and ask students to identify another important detail. The class will continue to do this until they reach the end of the text.

Students will then determine the main idea by figuring out what all the details have in common.

The teacher and students will reread the important details on the graphic organizer.

The teacher will ask, “What do all the details have in common?”

Once the students figure out what the details have in common, they will be able to determine the main idea of this paragraph and fill in into the graphic organizer.

### **Link**

The teacher will then show a video of the next part of the book *Sharks* that was created in EDpuzzle. The video will play and stop after each page to ask, “What is one detail you learned about sharks on this page?”

The students will write the detail they think is important for each page as one of the bullets on their graphic organizer.

When the EDpuzzle video is over, the students will then determine what they believe to be the main idea based on what they think the details have in common. They will write that in the box above the bullets on their graphic organizer.

### **Share**

The teacher will ask students to volunteer what they wrote down as some of the details they learned and what they thought they all had in common as the main idea of that part of the text.

The teacher will remind the students: “Whenever you’re reading nonfiction, or even fiction, you can determine the main idea by figuring out what all the details have in common.”

The teacher will collect the students’ work as a formative assessment to guide further teaching about determining the main idea.



The teacher will also tell the students that this text is available on raz-kids, so if they want to learn even more, they can find it there.

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

**Materials:**

Nonfiction text: *Sharks* (from readinga-z.com)

Main Idea and Details graphic organizer - “boxes and bullets”

SmartBoard, Smart Notebook

**Software/Internet sources:**

Learning A-Z app

[www.readinga-z.com](http://www.readinga-z.com)

iPads

Google Translate App

EDpuzzle - <https://edpuzzle.com/media/56985dd4d2e16b3e777d6764>

**Reflection:**

The students enjoyed learning about *Sharks* in the book. ReadingA-Z has provided us with a huge supply of texts at different reading levels on various topics that help keep students interested. Having access to the book after the lesson allowed them to deepen their understanding of the topic. Using EDpuzzle for their independent practice kept the students working at a good pace while allowing them to be independent.

# OYSTER BAY-EAST NORWICH CSD

**Teacher:** Teriann Chiappardi

**School:** James H. Vernon

**Grade(s):** 5th

**English Proficiency Level(s):** Entering/Emerging

**Lesson/Unit Title:** The Gold Rush

**Description of Prior Learning:** Students had completing reading and activities within their classroom on the move out west. This lesson was to enhance their understanding of how and why the gold rush occurred.

**CCLS English Language Arts Standards:**

RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

SL5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NYS Social Studies Standard(s):

5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

**Content Objectives and Language Objectives:**

Students will understand the urgency with which the people head west in hopes to strike it rich on gold. Students will learn the word “flocked” and be able to use it in their own words.

**Procedure:**

1. Motivation- “What was the Gold Rush?” “Why did it happen?”
2. Students will think individually and then share their ideas with their peers.
3. Students followed along to the read aloud attached below that will be projected on the screen.
4. During read aloud there will be pauses for turn and talk to assess understanding up this specific point.
5. Using both descriptions of the word, TPR, and depths of meaning, the children will learn the definition of the word “flocked”. This word is being used as a way of explaining how the people went out west. This will demonstrate the urgency and large group that moved to the west coast.
6. The students will then watch an “Ed Puzzle” where miners are demonstrating the process and the dangers. During the edpuzzle the video will stop four different times and ask the students questions that they will answer first independently and then with the group.
7. Closure-Students will answer the same questions they answered during the motivation by adding more details based on what they have learned.

**Student Groupings:** Small Group

**Materials:** Notebooks, Smartboard, Computer, Reading passage on the Gold Rush

**Software/Internet sources:** <https://edpuzzle.com/media/568c5e646db3158c54a689b7>

**Reflection:** I have found that edpuzzle is such a helpful and supportive tool for educators. I am so grateful that there are so many websites linked to the page that I can easily search for content in one place. I also benefit as well as the students from the ability to preset the questions so that I am able to calmly teach and not have to stress about when to pause the video. Being able to also edit the length of the video makes the site more lesson friendly because often times we only want to include a portion of the content.

**Teacher:** Stefanina Guttilla

**School:** Plainedge: Eastplain Elementary School

**Grade(s):** 2-ESL

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

**Lesson/Unit Title:** Character Traits

## Description of Prior Learning:

- The teacher will read ish by Peter H. Reynolds. As the teacher reads the story, she will ask students higher order questions such as “What kind of a person is Ramon?” and “How do you know?” Other questions include: “How does Ramon feel?” “How do you know?” “How would you feel if this happened to you?” “What do you think will happen?” “How did Ramon feel at the end and why?” “Can we do something without making mistakes?”
- The teacher will discuss the previous day’s lesson on the suffix “ish” and ask students to give examples such as, “babyish,” “girlish,” and “old-ish.” The previous lesson will have discussed the suffix “ish.” Students will have created drawing of things that are “ish,” for example, “boyish.” Students will have also created pretend words to describe “ish” using quick drawings.
- While completing an author study on Leo Lionni, students have worked on character traits for each of the stories characters. As a culminating activity, students created a chart with post-its of the character’s traits, using these 19 character traits that will be used during this lesson. Each Leo Lionni’s character’s picture (teacher made) has a post-it with character traits surrounding the character. When describing the new characters, students will be able to look back at this teacher made chart. The teacher will also refer to these characters when a similar trait is mentioned, in order for students to make connections and expand their knowledge of that vocabulary word.
- The teacher has also reviewed linking words such as: “because,” “and,” “also,” and students will have used these words when discussing their favorite Leo Lionni book.
- Students will have access to these charts on their iPads to use Popplet and create a graphic organizer, while they are writing. **CCLS English Language Arts 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.

CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of views of characters, including speaking in a different voice for each character when reading dialogue aloud.

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.

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY. SL.2.1

Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY. SL.2.2

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

CCSS.ELA-LITERACY. SL.2.6

Produce complete sentences when appropriate on task and situation in order to provide requested detail or clarification.

### **Content Objectives and Language Objectives:**

After reading ish by Peter H. Reynolds, students will be able to use at least two character traits to describe Ramon or Marisol, and create an open-mind portrait using linking words to describe how each character trait applies to that character. Each student will be given one character to describe and will use Popplet as a graphic organizer to map their thoughts.

### **Vocabulary:**

Vocabulary is essential for students to use and understand, since they are part of social (BICS) and academic language (CALPS) that they will use with their peers, at home, and in the classroom. This vocabulary will be used throughout the entire lesson and has been used throughout each Leo Lionni book read during the class author study. Students will make text-to-world connections based on their own experiences, and text-to-text connections with Leo Lionni books and other books they have read.

New vocabulary during reading of "ish:" snapped, sneered, gallery, inspired, savored

Character traits, (which have been reviewed and applied to previous lessons): supportive, annoyed, considerate, good, creative, fearful, hopeless, hopeful, nice, helpful, angry, imaginative, thoughtful, calm, discouraged, disappointed, confident, inventive, and upset.

Linking words: Also, because, and, One reason, for example, Another reason.

### **Procedure:**

- The teacher will read ish by Peter H. Reynolds. As the teacher reads the story, she will ask students higher order question such as "What kind of a person is Ramon?" and "How do you know?" Other questions include: "How does Ramon feel?" "How do you know?" "How would you feel if this happened to you?" "What do you think will happen?" "How did Ramon feel at the end and why?" "Can we do something without making mistakes?"
- The teacher will model and encourage interpersonal skills prior to the group activities. The teacher will model one character trait for each character. Students will discuss that character trait and why it applies to that character. The teacher will place a post it on the board and model how she will use that character trait in a full sentence using a, "linking word."
- Students will be able to use critical thinking skills to create an open-mind portrait of one character. They will be asked to think of at least two character traits and explain how that character trait applies to that character. For the student that is able to complete more than two, they will be able to do so, as more paper has been added.
- In order to describe each character, students will use the Popplet App by writing the character's name in the middle and creating a graphic organizer. For the student that is able to type, they can type words

to describe the character. For the student that has more difficulty with writing, they can draw pictures and discuss their pictures with the teacher. Students will use the App to create their open-mind portrait.

- Students will be given pictures of charts, such as, the “Linking-Words” chart, on their iPad to refer to.
- Students will be given the books to refer to.
- The teacher will circulate and discuss the character trait individually with students and have them explain why they chose that character.
- Students will place their character traits on a post-it and place them on the character’s picture and discuss their findings with the class.

**Student Groupings:** Small Group

**Materials:**

Two copies of ish by Peter H. Reynolds, teacher made character sheet with character traits, extended character trait list, character list with cognates, teacher made pictures on chart paper of two main characters, post-its, pencils, iPad with pictures of teacher made charts of previous lessons and the Popplet App. Also, two teacher made, open-mind portraits.

In order to incorporate technology, students will use the iPad as a reference when writing their responses and to create a graphic organizer using Popplet. Pictures on the iPad will include a linking words chart, Leo Lionni character activity with character traits, and a sight word list

**Software/Internet sources:** App:Popplet

**Reflection:** I believe that the students were engaged. Each student was able to respond to questions during the reading of “ish,” by Peter Reynolds. Students were able to respond to the character’s feelings and were able to provide character traits such as, “nice” and “creative.” They were also able to use the character’s actions as a means of understanding their feelings/traits. Students also provided their own character traits for Ramon’s brother, which I did not focus on as a character. When they provided character traits or explanations about the characters, they were able to respond to open-ended questions such as, “How do you know?” I was proud that they were able to make a prediction during the middle of the book with a valid explanation, using evidence from the story. When the character traits were modeled, students were able to provide an example for each character and use a full sentence, when prompted to do so. Students were successful at using skills that were taught in prior lessons such as, using linking words when writing. Although one student needed redirection to complete her work, she was engaged in using the character traits from Leo Lionni. Students were also able to relate back to the previous lesson on the prefix “ish” and apply it to their understanding of the book. I believe that the previous day’s activity on “ish” was essential to help them relate to the book and understand the text. Each student was able to independently use at least one character trait when completing their open-minded portrait. Also, when discussing previous lessons on Leo Lionni, students were able to express their understanding of those characters.

**Review of the Popplet App:** Students were able to use the Popplet App after a short demonstration during the previous lesson. It is a great App to differentiate instruction. For example, students do not need to write, they can draw. As an ESL teacher, this helps us provide our students with vocabulary and clarify their thoughts. When typing, it would be easier with an iPad pen, but they also have the option to write with their fingers, which is great. Also, the graphic organizer is free, allows you to place pictures in it, and you can print it. This was an extended lesson, but Popplet can be used as the end result of a lesson.

## PLAINVIEW - OLD BETHPAGE CSD

**Teacher:** Rich D'Esposito

**School:** Plainview-Old Bethpage

**Grade:** Kindergarten

**Proficiency:** Entering – Commanding

**Prior Learning:** These lessons are part of a unit on the seasons, which we have revisited each season. After books about the seasons, and the activities associated with them, we did the included in the Smart Notebook file, which includes embedded videos, matching activities, and a writing component.

**Objective:** This Kahoot activity was designed to engage the entire integrated ENL class in a fun activity which would promote authentic language use with low affective filters. I included images and videos to maintain the interest of all students, but most questions were fairly straightforward to allow all players a chance to participate. I also included multiple question types, and some questions which had no wrong answer, simply to promote conversation. One prompt has students turn and talk to a neighbor about their favorite season, while a short video plays on screen. This activity was designed to be played in the computer lab, so that each student could enter his/her own answer.

**Procedure:** After some practice with the Kahoot format, children each sat at their own computer, while the questions were displayed on the SmartBoard. I read the questions and answers to the students, and offered the chance to be the reader as a reward for good behavior. The children were so enthusiastic about the game, that we used it as a springboard for more seasonal writing tasks.

LINK for Kahoot activity:

<https://play.kahoot.it/#/k/0a629391-a36b-4496-949d-ddf97bc1bdcd>

# PLAINVIEW - OLD BETHPAGE CSD

**Teacher:** Nicole Hacker and Susan Laviola

**School:** Plainview – Old Bethpage School District

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

**English Proficiency Level(s):** Entering / Emerging

**Lesson/Unit Title:** All About Spiders Research Project

**Description of Prior Learning:** Students learned about nouns, verbs and adjectives and applied this knowledge to describing themselves by using the linguistic constructions:

- I am **(noun or adjective)**

Ex: I am a **boy**.

EX: I am **short**.

- I have **(adjective + noun)**

Ex: I have **black hair**.

- I can **(verb)**

Ex: I can **dance**.

They created visual posters of themselves and wrote their descriptive sentences all around the sides.

**CCLS English Language Arts Standard(s):** The 2<sup>nd</sup> grade student is as a 1<sup>st</sup> grade CCLS level. All standards apply to both students.

- R.I.: Reading for Informational Text  
1.3, 1.7, 1.10
- R.F.: Reading for Foundational Skills  
1.1a
- W: Writing  
1.7, 1.8
- S.L.: Speaking and Listening  
1.2, 1.4, 1.5, 1.6
- L: Language  
1.1, 1.1c, 1.1f, 1.2, 1.2b, 1.2d, 1.5b

**Content Objectives and Language Objectives:**

SL .1 – 1.4

SL .4 – 1.4

RI .1 - 1.1

W.2 – 1.2

**Procedure:**

Using books on all different reading levels, magazines and online videos, the students researched all about spiders. They categorized the information into:

Spiders are \_\_\_\_\_. Spiders have \_\_\_\_\_. Spiders can \_\_\_\_\_.



1. The teacher recorded their facts on chart paper. Where necessary, the teacher modeled the correct structure.
2. The students read and re-read the facts that they had recorded.
3. The students created big construction paper spiders using already cut out body parts and googly eyes. They did not attach the legs until the writing was completed.
4. The students chose 8 facts (2 from each column plus 2 more) and wrote a fact on each of the spider's legs using white colored pencils. Then they glued their legs on their spider.
5. The students shared their spiders with each other.
6. In the iPad app - Book Creator, the students typed a fact on each page. They cut and pasted an appropriate picture from Google to go with the fact and they drew the background using the pen feature. They then recorded their voices reading their book.
7. We then exported the book as both an ebook and a video for ease of viewing for this project.

**Student Groupings:** Small Group, Pair Work

**Materials:**

- Spider books on all levels
- Chart paper
- Markers
- Spider body parts
- Googly eyes
- Scissors
- Glue
- White colored pencils

**Software/Internet sources:**

- Pebble Go
- Book Flix
- National Geographic for Kids – videos and magazines
- Book Creator – iPad app

# ROCKVILLE CENTRE UFSD

**Teacher:** Dolores Decabo and Virginia Stamatakis

**School:** W.S. Covert School

**Grade:** 3

**English Proficiency Level(s):** This is an integrated classroom with one Entering/Emerging ENL student whose first language is Spanish.

**Lesson/Unit Title:** France and French Culture-Guided Reading topic for all 3<sup>rd</sup> graders

- Description of Prior Learning: The group has been studying France and French culture in class and in their Guided Reading groups for the last few days. The ENL Teachers emailed the student's parents with a video on France 2 nights prior so the students could view the video in their homes. The students all viewed the video once in class and then went over the words perspective, point of view, position and thesis. The students were asked to consider these words as they watch the video again at home with an index card so they could take notes  
[www.youtube.com/watch?v=opdJf3oHzvc](http://www.youtube.com/watch?v=opdJf3oHzvc)

NYS CCRS English Language Arts Standard: 3<sup>rd</sup> Grade

**Reading Standard for Informational Text-** Integration of Knowledge and Ideas 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).

CCR 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.

**Content Objectives and Language Objectives:** Reading for Information and note taking skills- necessary skills for all independent learners

## Procedure:

- The ENL teachers began the lesson by asking students to share what they had learned about France from yesterday and what they have found to be the same and different in our culture and the French [www.c3teachers.org/inquiries/cultural-diversity](http://www.c3teachers.org/inquiries/cultural-diversity) They then proceeded to complete the reading of a book called France and discussed the mode of presentation (the book has postcards from children on their visit to France) and why they thought the author decided to present France in that way. They would save the reread for information and understanding for after they would see the video and discuss perspective.
- The student's parents had been emailed with a video on France 2 nights ago so the students could study the video in their homes. The ENL teachers made sure that all the students had viewed the video at least once in school and then went over the words perspective, point of view, position and thesis and asked them to consider these words as they watch the video again but this time with an index card so they can take notes [www.youtube.com/watch?v=opdJf3oHzvc](http://www.youtube.com/watch?v=opdJf3oHzvc)
- They paused often so the students could take notes. She then gave them each a 3 x 3 post it and asked them to choose one fact or idea from their index card and write that down. They then

reviewed their non-negotiable (capitalization, punctuation etc) and proceeded to find a place for their idea or fact in their France packet and wrote it there. Students were then given their books on France and asked to verbally share the difference in perspectives in their book and the video and how they felt about the different modes of presentation. Which perspective was more interesting? Does how we learn about something influence our opinion? Students were then asked to confer with each other and share their post its and index cards to continue to complete the packet. Students were reminded that they will continue at the next Guided Reading day.

**Student Groupings:** Small Guided Reading Group

**Materials/software/Internet** sources: ipad, youtube video, index cards, pencils

Other References/Resources: <http://www.airpano.ru/files/Paris-France/2-2>

\*The children also ate croissants and brie on the last day of this activity ... can't have ENL without food!

**Reflection:** 'Flip Teaching' is a new methodology in teaching today for many but the ENL teacher has always tried to incorporate prior knowledge so that students can be successful in school and involve the parents in the learning process. Today, this has become easier than ever because even the most economically disadvantaged of our ENL students have at least one working telephone with internet in their homes. This has made bridging home and school learning easier, and more interesting for all.

**Teacher:** Anjana Mukerjea

**School:** Harbor Elementary School - Seaford

**Grade(s):** 5

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

**Lesson/Unit Title:** Main Idea in Non-Fiction

**Description of Prior Learning:** Students looked at visuals (photos and video).

Understand the vocabulary in the article and the occupations of a construction worker and architect.

**CCLS English Language Arts Standards:** RI.4.2, RI. 4.3, RI.4.5, RI.4.8

**Content Objectives and Language Objectives:**

To identify the main idea and supporting details.

Enhance vocabulary and language acquisition.

Gain an understanding of their extended regional area .

Students will use new technologies to further their reading fluency and comprehension skills.

**Procedure:**

The students viewed a video on youtube about Manhattan. The teacher reviewed the vocabulary in the article with the students. The students and teacher read the article together. The students did a Close read and wrote the main idea of the article and supporting details in a Graphic Organizer.

The students then verbally answered the questions provided by News-O-Matic as an assessment of their comprehension.

Exit ticket: the students wrote a question to the Editor of News-O-Matic about the article.

**Student Groupings:** Small Group, Pair Work

**Materials:** News-O-Matic Article: “New Bridge Between Buildings”, iPad, SMART Board, printed copies of article and questions, graphic organizer

**Software/Internet sources:** [www.newsomatic.org](http://www.newsomatic.org), photos of Manhattan buildings (Google Images and youtube.com)

**Reflection:** The students loved the lesson. They really enjoy using News-O-Matic and learning interactively about current events. Using the technologies (the SMARTBoard and iPad) is a great motivator for the students and keeps them engaged throughout the lesson.

# SHOREHAM-WADING RIVER CSD

**Teacher:** Tricia McCabe

**School:** Shoreham Wading River

**Grade(s):** 6<sup>th</sup> Grade

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

**Lesson/Unit Title:** Grammar Fun

## **Description of Prior Learning:**

Student can identify a noun, verb, pronoun, adjective and adverb. Writing is developing and making a complete sentence can at times be a challenge. The student had little understanding of parts of speech and building a complete sentence. These pages served as a jumping off point.

## **CCLS English Language Arts Standards:**

W6.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

**Content Objective:** The student will learn to create grammatically sound sentences from select vocabulary.

**Language Objective:** The student will be able to use the vocabulary provided and create sentences that can be interchangeable.

## **Procedure:**

This has been a project that encompassed the last 3 months of work. Through a series of GRAMMAR exercises the student decided how to set up the information into the SMART Notebook slides to highlight Nouns/Verbs, Noun/Pronoun, Complete/Incomplete Sentences, Complex/Simple Sentences, Noun/Adjective and Verb/Adverb. In addition, a review of present and past tense slide was included. These Smart Notebook files are used as both introduction and review for the ELLs. Each page has the prompts the student will match, separate into a category, or decide if it is a complete or incomplete sentence.

-T will utilize the smart board to identify the vocabulary **word**.

-S will use the Smart board to place it into the appropriate box/column demonstrating that she comprehends the word- use translator if needed. The slides build upon each other and scaffold up increasing the linguistic demand.

-S will select **words/pictures** of Noun/Pronoun (Noun/Verb, Verb/Adverb, Complete/Incomplete Sentence and Simple/Complex Sentences) and match them or identify them in their category. Smart Notebook has the capability to tell the student if the answer is correct or not.

-T will then show an example of the Noun (girl) and use it a sentence, underlining the noun. Ask what is the Verb (sleeping)? Underline it.

-S will write sentences using words from the list.

\*Now go through the list of slides in the same manner.

The lesson lends itself to incidental learning in that the complete/incomplete and simple and complex sentence pages work with the classroom demands of learning about Subject and Predicate, verb conjugation etc.

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

**Materials:** Smart Board, Smart Notebook, notebook, Translator

**Software/Internet sources:** Google Images,

**Reflection:** At first, the students needed to understand how to use the Smart Board, and Smart Notebook. We had been working on the parts of speech and it was a slow start but when the Smart Board was introduced- the games became FUN. Now that the pages are made I can use them for the next year as well!

# THREE VILLAGE CSD

**Teacher(s):** Erin Brussee and Gail Dawkins

**School:** Nassakeag Elementary School, Three Village CSD

**Grade:** 1<sup>st</sup> grade

**English Proficiency Level(s):** Entering—Expanding

**Lesson/Unit Title:** Oviparous Animals

## Description of Prior Learning:

The first grade classes learned about oviparous animals. We decided to supplement what the students were learning by doing oviparous animal activities in our ENL class. Some of the students had to complete a project at home about an oviparous animal. They had to write about the animal and create a diorama with the animal in its habitat. Quite a few of our students have very little to no support at home; therefore, they are unable to complete the project that every one of their classmates is doing. We helped them to complete the diorama in ENL class.

## CCLS English Language Arts Standards:

**CCSS.ELA-Literacy. 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.

## Content Objectives and Language Objectives:

Content Objective:

- The students will be able to identify oviparous animals.

Language Objective:

- Use the simple present tense to report animal facts.

## Procedure:

What the Teacher Does	What the Students Do
Read the book <u>Are You My Mother?</u> to the group. During reading, check for understanding and review vocabulary. The book will serve as part of an introduction to oviparous animals. Being that this is a fiction book, complete some reading comprehension activities with the students—story elements, role playing, retelling/sequencing, and favorite part.	The students should respond to comprehension questions about the story and practice using new vocabulary words. The students will complete the reading comprehension activities.
Read <u>Chickens Aren't the Only Ones</u> . Brainstorm different oviparous animals and record them on chart paper.	Recall different oviparous animals to add to the chart.

Explain the diorama project to the students. (This is an assignment they received from their classroom teacher, but the student or their parent did not understand what to do.) Show the students examples of dioramas.	Listen to the directions about the project. Ask questions to clarify.
Help the students to choose their animal for the project. Refer to the chart if needed.	Choose the animal for the project. Use the chart if needed.
Go to Pebblego.com to assist the students in finding information about their animal.	They have to write about the animal's body, its habitat, what the babies are called, what the eggs look like, and interesting facts. Use the graphic organizer to help record information.
Assist the students to make the diorama.	Create a diorama of the animal's habitat.
Practice reading the information with the student and talking about their diorama, so they can present it to the class.	Present the diorama and animal information to the class.

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

**Materials:**

- Books: Are You My Mother? & Chickens Aren't the Only Ones
- Reading comprehension activities
- Chart paper and markers
- Shoebox (diorama)
- Craft supplies for diorama
- iPads for Pebblego.com

**Software/Internet sources:**

- Pebblego.com

**Reflection:**

The oviparous animals project caused us to reflect more on the first grade students and teachers rather than on the lesson itself. Half of our first grade population does not have the support at home from their parents; nor do they have a lot of materials at home to work with. Basically, if we do not help the students in school, the project will not be completed. The students are not able to get here before school for extra help and we no longer have our after school Homework Club one day a week, so during the school day is the only time to get projects done. We feel the teachers should have provided examples or pictures of past projects to show the ENL students. None of our students even knew what a diorama was! We want the students to be held accountable for projects/assignments that are given in class; we don't want them to just be let off the hook. It is a tough balance between our own ENL lesson plans and helping the classroom teachers with theirs.



# THREE VILLAGE CSD

**Teacher:** Gail Dawkins and Erin Brussee

**School:** Nassakeag Elementary School, Three Village

**Grade(s):** 5<sup>th</sup> and 6<sup>th</sup>

**English Proficiency Level(s):** Entering/Emerging

**Lesson/Unit Title:** Spring Has Sprung

**Description of Prior Learning:** In this class, many of the units have focused on content area science and social studies. We recently completed lessons about Animal Adaptations and Culture. We are now studying spring, which some of the students who come from different climates are experiencing for the first time.

## **CCLS English Language Arts Standards:**

### Anchor Standards for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Linguistic Demands:

- Use introductory words and phrases to introduce a focused topic.
- Identify facts, definitions, quotations, examples and/or details related to the topic.
- Use words to link ideas to add information.
- Use concluding words and phrases to provide an ending and restate the topic.

### Foundation Skills

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

## **Content Objectives and Language Objectives:**

This class is made up fifth and sixth graders studying English at the entering level based on the NYSITELL or NYSESLAT. They are first language speakers of Chinese, Korean and Spanish. Because of their proficiency levels, all of the students are below grade-level reading standards by at least two full years. Intensive support and intervention are needed to make grade level material understandable. All of the students have weak expressive language skills and require significant wait time to formulate answers. Likewise, they struggle to coherently organize their thoughts and ideas in order to write a cohesive essay independently. The scaffolds provided in this lesson make the extraordinary task of writing an essay accessible to beginning students.

The lessons are scaffolded to provide extensive background knowledge through a Brainpop video, reading How Do You Know It's Spring on Bookflix, and reading the various texts about spring.

The students will use a variety of sources to support writing, and independently practice synthesizing a variety of sources to add relevant details to their writing. The LE will reinforce analytical reading skills, and writing skills that prepare students for their mainstream classrooms and state assessments.

**Procedure:**

<b>What the teacher does</b>	<b>What the students do</b>
Introduce spring vocabulary buds, tree, soil, seed, flower, rake leaf, leaves, birds, stem, eggs, shovel, hoe, nest, plants	Make a bingo board Play bingo, concentration, go fish and make a connection Decode vocabulary and produce full sentences about the words
Conduct a Guided Reading Lesson Review Table of Contents and Glossary, other features of nonfiction text New vocab: bulbs, dandelion, garden, gophers, meadow, ponds, shoots, water lily, wiggly, woods Ask questions to ensure understanding	Round Robin Reading: Spring is Here Comment on pictures in the text Ask and Answer oral comprehension questions Orally summarize information in a chapter Answer written comprehension question in complete sentences
Explain how to write an acrostic poem. Assist students when they need help with initial consonants.	Write and decorate a spring acrostic poem for display
Make a chart for display in the classroom.	Read about the first day of spring Record on a chart: Signs of Spring
Make a chart for display in the classroom.	Read on Bookflix: How Do You Know its Spring? Brainstorm and Record on their own
Facilitate as the students read and correct their text.	Watch Brainpop video and complete a Cloze Exercise while viewing
Present a Smartboard lesson to review Tier 3 vocabulary.	Read and match vocabulary words in pairs based on proficiency levels. The students will match pictures and words, answer a question, and/or match definitions and words.  Bud, to bloom, to plant, blossom, roots, stem, to plant, spring
Model writing an introduction to an essay.	Students will work together to write the introduction.
Review the essay checklist and explain what is expected in each paragraph.  Guide each student to the appropriate source to find information	The students will be given topic sentence starters for the main idea of each paragraph. The students will independently analyze the text to find relevant supporting details. Use resources around the room.
Confer with students as they complete the writing process.	Compose an essay with an introduction, body and a conclusion. Edit writing. Publish writing.
Assist the students as they create an ebook.	Choose backgrounds, pictures and design a layout for the ebook. Decide on and record an excerpt from their essay they'll be recording. Create an imovie about spring.

**Student Groupings:** Small Group, Pair Work, Individual

**Materials:**

Spring Vocabulary Picture Cards

Reading A-Z: Spring is Here, and worksheets

Book Flix: How Do You Know It's Spring

Brainpop: Spring

**Software/Internet sources:**

Smartboard

ipad

**Other References/Resources:**

Elizabeth Claire: The first day of spring

Oxford Picture Dictionary for Kids: Spring is Here!

EdHelper: Spring by Beth Beutler

**Reflection:** This year we are in a new school building and we have a new administrator. The building hasn't housed ESL students in over ten years. The demands placed upon the students are greater each year, yet these new students are still children who are struggling to learn another language, and fit in at school. When I was observed during this lesson, my administrator was surprised and impressed that students at the entering/beginning level could write anything at all. She is used to teaching Spanish classes where the demands in a first year class are not as great, nor is it expected that the students would be doing substantial writing assignments. Especially this year, we had the students share their assignments with their teachers and classmates so they could show what they can do with guidance and materials at their level.

**Teacher:** Randee Iafrate, Marisa Evert

**School:** Forest Lake Elementary School, Mandalay School, Wantagh Elementary School

**Grade(s):** 1-3

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

**Lesson/Unit Title:** Friendly Letter Writing

**Description of Prior Learning:** Teacher will have previously taught a lesson on the parts of a friendly letter.

**CCLS English Language Arts Standards:**

Reading Standards Foundational Skills: RF.3, RF.4

Writing Standards: W.1, W.2, W.3, W.5

NYS Social Studies Standard(s): *(if applicable)*

**Content Objectives and Language Objectives:** SWBAT write a friendly letter using conventional English grammar.

SWBAT write simple and compound sentences.

SWBAT answer and ask WH questions.

**Procedure:**

Being as how students have already been exposed to the parts of a friendly letter, they will move on to brainstorming information to be included in their letter to their pen pal. This lesson took place after Winter Break. To motivate students, the teacher began by probing students to verbally share what they did over their winter break. Students were then given a graphic organizer entitled, "Snapshots of my Winter Vacation", which provided students with ideas about what to write about, such as "Where I went...", "Who I saw...", "How I had fun...", etc. Students completed the handout by writing simple and compound sentences to answer each question.

Once the students finished answering all of the questions, they were ready to transfer this information to a friendly letter format. The teacher handed students a blank template of a friendly letter. Class reviewed the parts of a friendly letter and listed possible greetings, opening sentences, and closings to be used when writing their own letters. Students then went on to compose their friendly letters to their pen pals.

After students' letters were written, they began typing their letter on the iPad using the PhotoCard app. They then were able to decorate the post card by selecting various stickers, choosing a personalized stamp as well as adding in a cover photo. Next, students read their letters aloud while recording them to add in an audio component. When all of the letters were completed, the postcards were emailed to their pen pals to be read.

When students received a letter from their pen pal, they will read and share their letter aloud with the class. Students will discuss each letter with the class and record any questions that may arise. The teacher will give

students a handout for them to develop WH-questions for their pen pal to get to know them better. For example, they can ask “Who is your favorite singer?”, “Where were you born?”, “What is your favorite thing to do with your family?”, etc. Once students have developed at least 3 WH-questions, they will be given a blank friendly letter template to once again be completed prior to typing on the iPad. When the letters have been written and checked for grammar and punctuation, students will be given the iPads to type their letters in the PhotoCard app. Completed photocard will be emailed to their pen pals.

**Student Groupings:**

- ✓ Whole Class
- ✓ Small Group
- ✓ Individual

**Materials:** Smartboard, Friendly letter template, Snapshots of vacation graphic organizer, WH questions graphic organizer, iPad (Photocard app), superteacher worksheets friendly letter cut/paste

**Software/Internet sources:** Starfall.com (friendly letter for grandparents day), photocard app

**Reflection:**

The PhotoCard app provided students with the opportunity to increase their literacy skills in a motivating and interactive way. We focused on different language objectives through the use of different themes each month as listed below -

Parts of a Friendly Letter	“What I did over winter break”
Wh-questions	“All About Me”
Reading Response	“March Book Club”

The students enjoyed this project because they were able to connect with other ENL students in the district.

**Teacher:** Ms. Brandy B. Chmela

**School:** Oquenock Elementary School, West Islip, NY

**Grade(s):** Kindergarten and Grades 2-5

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

**Lesson/Unit Title:** Earth Day: How can we help the environment?

**Description of Prior Learning:**

Students have been learning about topics related to the Spring season both in the ENL classroom and in their regular classrooms. This learning experience is an opportunity to relate this learning to a cultural project celebrating an American holiday, Earth Day.

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

**Anchor Standards for Writing (K-5):**

**Text Types and Purposes:**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Production and Distribution of Writing:**

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Research to Build and Present Knowledge:**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing:**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Anchor Standards for Speaking and Listening (K-5):**

**Comprehension and Collaboration**

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.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## **Presentation of Knowledge and Ideas**

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **NYS Science Standard(s):**

#### **STANDARD 4: The Living Environment**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**Key Idea 7:** Human decisions and activities have had a profound impact on the physical and living environments.

### **Content Objectives and Language Objectives:**

#### **Content Objectives:**

- Students will understand thematic vocabulary in context.
- Students will appreciate the importance of conserving the environment.

#### **Language Objectives:**

- Students will use new terms with meaningful expression.
- Students will write using standard English grammar.
- Students will discuss ideas related to the topic of conservation.

### **Procedure:**

This learning experience will begin with an introduction of the topic. I will show the students a comic strip on Brainpop Jr. related to recycling, and will discuss the concept of conservation. For students in grades 2-5, we will also generate a list of words we know about this topic. These words will be recorded on chart paper for future reference (each group will make its own list). We will then watch the Brainpop Jr. video called "Reduce, Reuse, Recycle." The video will be paused at different points for discussion.

Following the video and discussion, we will refer to the word list we made and discuss how each of these terms relates to the topic of conservation and helping the environment. For students in grades 4 and 5, we will use dictionaries and iPads to look up these terms. Each student will choose one word and provide a definition, sentence, and illustration.

We will continue with a written product. For students in kindergarten, this writing will be one to three sentences about saving the Earth. For students in grade 2, an acrostic poem using phrases about conservation will be their written product. For students in grades 3-5, the writing will be a full paragraph, which is preceded by a four-square for the planning phase.

We will conclude this learning experience by sharing what we have written with a partner.

### **Student Groupings:** Small Group, Pair Work, Individual

Our ENL groups are small, with a range of three to seven students per group for the 2015-2016 school year, so all activities are done within a small group setting, with components for pairs/triads as well as individual tasks.

**Materials:**

- Smart board
- Computer with internet
- Chart paper/markers
- Dictionaries
- iPads
- Writing paper, including speech bubble cut-outs, acrostic lined paper, and four-square worksheets

**Software/Internet sources:**

- Brainpop Jr.
- Dictionary.com

**Reflection:**

This learning experience was one of the highlights of this marking period for my ELLs and me. The lessons in this unit integrated science topics and English language arts in very authentic and meaningful ways. By employing multiple modalities of input and expression, cooperative learning experiences, as well as teacher modeling and support, students were able to perform grade-level tasks according to their own level of English language proficiency. In addition, it was very gratifying to be able to include American cultural ideas in their lessons, including some global issues that are affecting our world as a whole.



# SECONDARY

# BABYLON UFSD

**Teacher: Janine H. Washinger**

**School:** Babylon Jr. / Sr. High School

**Grade(s):** appropriate for 7 - 12

**English Proficiency Level(s):** Entering - Expanding

(Eliminating the sentence frames / support will make this lesson appropriate for more advanced language learners as well as native speakers).

**Lesson/Unit Title:** "An Unlikely Friendship / Central Idea"

Students will compose a central idea and list supporting ideas.

## **Description of Prior Learning:**

In class we have been studying central idea.

We have been defining a central idea as a unifying element of a story, a dominant impression or a universal thought. A central idea is a generic truth found in a story. A central idea does not include names of characters from a story.

## **CCLS English Language Arts Standards:**

CCSS.ELA-LITERACY.RL.7.2

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.

CCSS.ELA-LITERACY.RL.7.1

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

## **Content Objectives:**

Students will determine a central idea for a non-fiction video clip that depicts an unlikely friendship between two animals.

## **Language Objectives:**

Students will be able to express in writing a central idea by completing the following sentence frames:

The central idea of the video is "\_\_\_\_\_".

Students will use transitional phrases to cite supporting ideas in their writing.

For example, also, next, finally

Vocabulary:

central idea

supporting text

Vocabulary from video:

recue  
Charlie- horse  
Jack - old goat  
blind  
friendship  
friend / buddy  
compassion  
protect

**Procedure:**

1. *Warm up*  
Do Now: Explain the meaning of central idea. Write your answer.
2. *Main Instruction*
  - a. Teacher explains that students will watch a video depicting the relationship between a blind horse and a goat. Advise students to be thinking of a central idea for the video as they watch.
  - b. Students will watch the video entitled "Animal Odd Couples." (6 minutes)
3. Central Idea: Students will identify a central idea and cite examples to support it.
4. Students will use transitional phrases to cite examples in sequential order.
5. Teacher will circulate assessing comprehension and ensuring that the central ideas noted are fitting.
6. Students will share their writing samples by reading them aloud.
7. Students will discuss the various central ideas that were generated.

**Materials:**

YouTube video, sentence frame handouts

**Software/Internet sources:**

Smart Board

**Video:**

<https://www.youtube.com/watch?v=uJjWwr-AjiQ>

As the video is playing the Closed Caption option will be on. This will allow students to read words that they might miss in the audio.

**Reflection:**

The students enjoyed the video. This activity reinforced the students' understanding of a central idea. They were able to conclude that the concept of a central idea can be applied to all texts and genres.

# BABYLON UFSD

**Teacher:** Elizabeth Barry

**School:** Babylon Jr./Sr. High School

**Grade(s):** 9, 10

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

**Lesson/Unit Title:** “Current Event / Syrian Refugees”

## **Description of Prior Learning:**

1. Students reviewed the world map, locating the different continents.
2. We talked about immigration and different groups of people immigrating to the U.S. and why people would immigrate to the U.S.
3. Students learned how to use the past tense of regular and some irregular verbs.

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

Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

## **NYS Social Studies Standard(s):**

Compare and contrast treatments of the same topic in several primary and secondary sources

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

## **Content Objectives and Language Objectives:**

Students will write a paragraph comparing problems and treatment of the Jewish people in 1940 and the Syrian people in 2015. Students will utilize new vocabulary learned from the article and it will be written in the past tense.

### **Procedure:**

#### Day 1

1. Teacher asks students to locate Syria on the world map. Once they know where it is, we talk about what is happening in Syria.
2. Students will read as a class the NEWSELA article, "Syrians escaping war find resistance to living in U.S., as WWII Jews did". As this is a class of entering/emerging students, I adjusted the Lexile to 810.

<https://newsela.com/articles/refugee-history/id/13181/>

3. As students read aloud, we go over pronunciation and unfamiliar vocabulary. Teacher will make a list on the board, while students will annotate in the margins of the article.
4. After each paragraph, teacher poses questions to students to check for understanding.
5. At the end of the article, students will work independently to answer 5 multiple choice questions.
6. Together we will go over the questions.

#### Day 2

1. Students will be given a thinking map to compare the Jewish people and the Syrian people. (see attached) Students will work with a partner to complete the thinking map. Teacher will walk around to assist students. Students may use the NEWSELA articles we read in class and their Chromebook to research information or use for translation.
2. 12 minutes before the end of the period, we will all get together and talk about our information. Teacher will project thinking map on the board and fill in information given by the students. Teacher will prompt students for more information and ask for evidence from the articles.

#### Day 3

1. Students will use the information from their thinking maps and write a paragraph comparing the problems and treatment of the Jewish people and the Syrian refugees. Students will be reminded about needing a topic sentence to begin their paragraph, information supported by evidence from the articles and a concluding statement.
2. Students will create a document and type their paragraph in their chrome books.

3. When their paragraphs are completed, students will share their document with another student for peer editing.
4. When completed, the paragraph will be shared with me.

**Student Groupings:** Whole Class, Pair Work, Individual

**Materials:** Chromebooks, teacher created handouts, smartboard,

Software/Internet sources: NEWSELA

Other References/Resources:

World Maps

*Basic English: Total Language Study Program* Premium Second Edition by Julia Lachance. McGraw Hill Publishers, NY 2015.

[www.scholastic.com](http://www.scholastic.com) – graphic organizers

**Reflection:**

Overall, I think it was a good assignment. The students learned a lot of new vocabulary and historical content. My students are SIFE students between the ages of 17 – 20, and have difficulty producing language. It was definitely challenging, but I believe worthwhile.

# BABYLON UFSD

**Teacher:** Melody Wubbenhorst

**School:** Babylon Jr. Sr. High School

**Grade(s):** 10

**English Proficiency Level(s):** Entering and Emerging

**Unit Title:** Lord of the Flies

## **CCLS English Language Arts Standards:**

CCSS.ELA-LITERACY.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.

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.

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.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Notes...**

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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.

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.

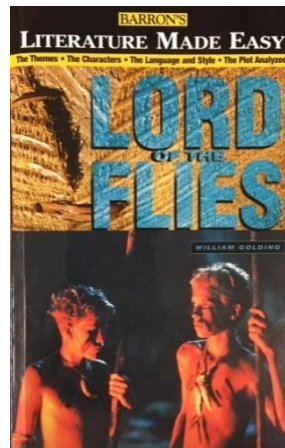
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Content Objectives:**

- Students will read the abbreviated version of The Lord of the Flies
- Students will summarize each chapter of the book.
- Students will analyze important points in time of the story along with imagery and foreshadowing.
- Students will use shared documents using their Chromebooks.
- Students will work on digital handouts provided to them.

**Language Objectives:**

- Students will demonstrate their mastery of the book assessments that will be presented by chapter and class.
- Students will understand the power struggle in a
- Students will analyze how human nature can devolve



through writing  
through participation in  
disorganized society.  
quickly without rules.

**Procedure:**

- 1) No need for surprise: We watched the movie from
- 2) Students read a chapter at a time in their native homework.
- 3) Students completed a journal covering a plot summary, important excerpt or event and discussion question(s).
- 4) In class, I read the summary in English from the Literature Made Easy book. I paused for comprehension and wrote important vocabulary on the board. It usually took me a couple of days to get through a chapter in the abbreviated version.
- 5) Students participated in building the summaries for each chapter with me typing. They could “view only” to avoid corrupting the document.
- 6) We would complete some sort of chapter analysis handout (always digital, on Chromebooks) at the conclusion of each chapter. Topics handouts covered: What’s the main theme, foreshadowing if any, power struggle, cause and effect, democracy vs. anarchy, nature vs. nurture, important imagery. Many times these were shared documents with editing capability from the entire group.
- 7) I would provide a final clean (perfect) copy once we went over the analysis. This is the copy they would use to study with for upcoming assessments of each chapter.
- 8) Each chapter concluded in an assessment.

beginning to end.  
language for

**Student Groupings:** Whole Class and Individual



**Materials:**

- Lord of the Flies by William Golding
- Literature Made Easy by Barron's: Lord of the Flies
- Chromebooks

**Software/Internet sources:**

- Google drive documents
- Google images

**Reflection:**

Although the challenge to process large amounts of literature from an ELA class to English-limited students initially seems unsurmountable, it is quite achievable using modern technology. Using translation software to accomplish an otherwise impossible task, helps maintain comprehensible input along with a low affective filter. This is not to say that no reading is happening in English, but most reading is done in the native language so as to not fall behind in content. What we spend our time on is analysis, rhetorical devices, literary elements and techniques and summarizing ideas. These would be unreachable concepts without the foundation of context and content.

# BAYPORT - BLUEPOINT UFSD

**Teacher:** Joanne Rosche

**School:** Bayport-Blue Point Schools, JWY Middle School & B-BP High School

**Grade(s):** 7, 8, 9

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

**Lesson/Unit Title:** Using Ratios and Proportions for Computation Skills and Learning Vocabulary Concepts with Multiple Meanings

**Description of Prior Learning:** Students have a general understanding of basic multiplication, division, fractions, forming ratios and proportions.

CCLS English Language Arts Standard(s): Grade 7, Writing: (Using technology...) W.7.6, Speaking & Listening: SL.7.1, SL.7.4, Language: L.7.1, L.7.3

CCLS Mathematics Standard(s): Grade 7, Ratios & Proportional Relationships: 7.RP.A.1, 7.RP.A.2, 7.RP.A.3, Expressions & Equations: 7.EE.A.1

## **Procedure:**

1. Conduct group discussion for student garden ideas and hand out garden template for design of their own gardens.
2. Show Ratios/Proportions iMovie that students made last year and direct students to fill in data for height of bldg. and shadow, in review, then forming their ratios and proportions as they do the calculations on the template.
3. Assess students' knowledge and learning by their calculations on a short quiz of other word problems for ratios and proportions.
4. Review math vocabulary used such as cross- multiplication, division, fraction, numerator, denominator, congruence, ratio, proportion, and all vocabulary concepts related to the formation of ratios and proportions, and teacher can write them on Smartboard as students put them into word list on Explain Everything App.
5. Brainstorm concepts that may have multiple meanings and discuss math context and ELA context for each.
6. Assist students in finding illustrations on Internet for these math and ELA related concepts, for Bitsboard project.
7. Fill in definitions for both meanings of concepts in Bitsboard.
8. Assess students' learning by their work on Bitsboard project.
9. Follow-up Assessment: Direct students to play matching game with multiple meanings for given concepts on the iPad App Bitsboard.

**Student Groupings:** X Whole ESL Class, small group (2 boys, gr. 7 & 8), X Individual (+1 boy, gr.9) for math computations, follow-up vocab. assessment

**Materials:** ESL iPad, iPad Apps, Digital camera, Smartboard, Class hand-out on Ratios and Proportions, NYLearns Common Core Curriculum Maps: Math Glossaries Gr. 6 - 12, Garden Template, Ratios and Proportions Quiz, paper, pencils

**Software/Internet sources:** iMovie App, Explain Everything App, Bitsboard App, Using Common Core Math Grade 7: “Unit 6 Packetpd4fixed.notebook” for hand-out and quiz material, NYLearns.org for math concepts definitions, Google.com for illustrations for multiple meanings in concepts

**Reflection:** This lesson was a great way to build on students’ prior knowledge and review of a previous successful math unit. Students were proud of their well-illustrated work in our iMovie on Ratios and Proportions. Students were interested in designing their own gardens for real life fun and a productive situation. Making a word splash inspired students to take vocabulary concepts further and use higher order thinking for multiple meanings/Bitsboard projects. Finding illustrations made time fun and funny while it promoted more learning. Effective use of technology and assessment through iPad Apps, and nice interaction amongst students throughout.

# BELLMORE UFSD

**Teachers:** Mae Angeles, Heather Glick, Charlotte Hayes, Denise Schleith

**School:** Bellmore-Merrick CHSD

**Grades:** 7-12

**English Proficiency Levels:** Entering-Commanding

**Unit Title:** Video Legacy Project

**Unit Rationale:** The overall goal of this project is to assist students new to the country or District at varying proficiency levels to become academically successful by being instructed in important aspects by their peers, and in some cases, in their native language.

**Description of Prior Learning:** Students have learned throughout the year how to become better students, beginning with organizing their time and materials and continuing on to doing homework successfully and finally learning how to budget time and study for exams in each subject. Students have also learned how to do research on various topics both in ENL Stand-Alone class as well as Integrated English class.

## **CCLS English Language Arts Standards:**

1. W.9-10.2: Write informative/explanatory texts to examine and convey information clearly and accurately through effective selection, organization and analysis of content.
2. W.9-10.4: Produce clear and coherent writing in which the development, organization and style are appropriate to a task, purpose and audience.
3. W.9-10.5: Develop and strengthen writing as needed by planning, revising and editing
4. W.9-10.6: Use technology to produce, publish and update individual or shared writing products, to display information flexible and dynamically.
5. **Content Objectives:**
  1. Students will be able to identify five main steps for doing a research project.
  2. Students will be able to use vocabulary related to research (search, analyze, summarize, cite, skim)

## **Language Objectives:**

1. Students will be able to rehearse their presentation about research.
2. Students will be able to orally describe the steps for conducting research.
3. Students will be able to use level-appropriate transitional phrases (first, next, then, later, finally) in their writing to link sentences.

## **Procedure:**

1. Students go through the research process and recognize and take note of each of the steps as they go.
2. Once the research is finished, the students as a class recall and brainstorm the list of steps that they followed to do their research, from beginning to end.

3. The teacher creates and shares via Google Drive the document of research steps that the students have dictated.
4. Students work in pairs on Google Drive to edit the steps and correct the grammar and punctuation and linguistic style.
5. (optional: for the next series of movies, students can create a new document and translate the script into their native language)
6. Students come together in small groups to give final approval to the script.
7. Teacher queries students as to which lines they would like to read, as well as who would like to do the recording and editing.
8. Students work together to decide and label who will read which line.
9. Students practice individually and in pairs to perfect their accent and cadence for their given lines.
10. Teacher assists students with recording their script.
11. Students use editing software to splice together the best takes to create the video.
12. Students watch the raw video and then work together to brainstorm what actions could be performed in the background to better demonstrate each of the steps.
13. Students decide who will perform each of the actions.
14. Teacher assists students with recording their actions.
15. Students use editing software to splice together the best takes to create the video.
16. Teacher makes final edits to merge the foreground with the background.
17. Students watch the raw video and make comments and suggestions for changes.
18. Teacher and students make final edits.
19. Teacher shares the student video with the world!

**Student Groupings:** At various points during the project, students work individually, in pairs, as a small group, and as a class. Groupings are fluid and subject to project progress, proficiency levels, and native languages of students.

**Materials:** computers, Google Drive, iPads/videotaping equipment, iMovie/movie editing equipment, Creative Commons images and music

**Software/Internet sources:** Google Drive, iPad/HD video files, iMovie/Final Cut Pro editing software, Creative Commons images and music, [listentoyoutube.com](http://listentoyoutube.com), [calhounenl.weebly.com](http://calhounenl.weebly.com) (Research page, under Academics)

**Reflection:** Our first video of this video series was so much fun! Of course it was a lot of work, but we accomplished our goals of keeping it succinct and useful to students who are learning to do research for the first time, or even as a review of the process. Our students were extremely motivated to practice their English both in writing and in speaking, and they were very enthusiastic to act and then see themselves on screen. Overall, it was an amazing experience, and we can't wait to complete the next installments! Stay tuned for all videos to appear on our website: [calhounenl.weebly.com](http://calhounenl.weebly.com).

# BETHPAGE UFSD

**Teacher:** Jillian De Napoli

**School:** Bethpage High School, Bethpage School District

**Grades:** 9-12

**English Proficiency Levels:** Entering-Transitioning

**Unit Title:** National Parks

**Description of Prior Learning:** The students have participated in various learning experiences about several national parks in the United States. They have been developing and improving their command of the English language throughout the unit by close reading, listening to videos, speaking, and writing, as well as participating in cooperative group work. For our culminating activity, they are choosing a national park and creating a project using the iPad.

## **CCLS for English Language Arts & Literacy and Reading Science Standards:**

- Reading Informational Text/Science.9-12.1 – Cite strong and thorough textual evidence.
- Reading Informational Text.9-12.4 – Determine the meaning of words and phrases as they are used in a text.
- Reading Science.9-12.2 – Determine the central ideas or conclusions of a text.
- Reading Science.9-12.9 – Compare and contrast findings presented in a text to those from other sources.
  
- Writing.9-12.1 – Write arguments to support claims with clear reasons and relevant evidence.
- Writing.9-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Writing.9-12.5 – 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.
- Writing.9-12.6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
- Writing.9-12.7 – Conduct short as well as more sustained research projects.
- Writing.9-12.8 – Gather relevant information from multiple print and digital sources.
  
- Speaking and Listening.9-12.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).
- Speaking and Listening.9-12.4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Speaking and Listening.9-12.5 – Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Speaking and Listening.9-12.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- Language.9-12.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Language.9-12.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Language.9-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Language.9-12.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.
- Language.9-12.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening.

**Content Objectives and Language Objectives:**

- Students will be able to identify, explain, and use key unit vocabulary.
- Students will write to explain and share information about a national park.
- Students will read informational texts closely and independently.
- Students will listen to their classmates’ presentations.
- Students will speak about a national park using appropriate vocabulary.
- Students will use various apps and internet resources to research a national park.
- Students will work collaboratively with peers to research a national park.
- Students will use a web to organize information gathered during close reading and research.
- Students will create and present a video project using *Shadow Puppet Edu* on the iPad.

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

- I will introduce the project that my students will be creating on the iPads as a culminating activity for our unit on national parks.
- We will review key unit vocabulary and I will model how to complete the web graphic organizer using various categories about a national park. Assign partnerships and give each student a graphic organizer. The students will choose a national park to research.
- Review approved websites, apps, and library databases for students to use while researching a national park. They will research using Chrome Books and iPads and record the information on their graphic organizers.
- After gathering research for several categories on their web graphic organizers, the students will put their notes into sentence form as they write a script for their video using an outline. I will model how to use my notes to write interesting sentences for each slide.
- I will share the sample video presentation I created using my graphic organizer and video script outline as a model for students.
- Next, I will demonstrate the functions of the *Shadow Puppet Edu* app and show my students how to add text, photographs, music, and recordings.

- The students will use the categories on their graphic organizers to create slides. Then, they will use their scripts to record their voices as they create their informational videos.
- Lastly, the students will present their videos to the class. After listening to the presentations, they will decide which national park they would like to visit the most and use information from the videos to explain why.

**Student Groupings:** Whole Class, Pair Work

**Materials:** Smart Board lessons, web graphic organizer, video script outline, project guidelines, pencils, Chrome Books, iPads

**Software/Internet sources:** iPad apps: National Geographic National Parks and Shadow Puppet Edu, Encyclopedia Americana, America the Beautiful, National Geographic, National Park Services

**Reflection:** My students enjoyed using the iPads and various applications and internet resources on their national park. They practiced listening, speaking, reading, and writing as they worked collaboratively to research, create, and present their final projects. It was a great way for students to practice their language skills while showcasing what they have learned throughout our unit on national parks. This culminating activity incorporated research skills that we have been practicing throughout the year and the students were also able to utilize our library databases as they conducted their research. They had a great time adding photographs and recording their voices as they created their video projects. They also enjoyed sharing their projects and viewing their classmates' presentations. Each step of the project built on the prior day's lesson, which helped the students to create their final video on the iPad. My students enjoy using technology and I look forward to incorporating *Shadow Puppet Edu* again in my class for future assignments.



# COLD SPRING HARBOR CSD

**Teacher: Christine Copley**

**School:** Cold Spring Harbor Jr. Sr. High School

**Grade(s):** 7-12

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

**Lesson/Unit Title:** Animal Habitat Research Project Using Brainpop

**Description of Prior Learning:** Students have learned about different types of animals

**CCLS English Language Arts Standard:** Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.4](#)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[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. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)

**Content Objectives and Language Objectives** (required): Students will learn about different types of habitats and create a speaking video presentation about a habitat of their choice.

## **Procedure:**

**The teacher:** introduces the topic by showing a power point of the different types of habitats in the world. She has students repeat the different habitats and some of the animals found in each habitat.

**The students:** do a simple reading about habitats and answer simple comprehension questions about the reading.

**The teacher:** then asks each student to pick a habitat of their choice and explains that the students will be doing a research project on that habitat.

**Students:** then watch a Brainpop Jr. video on their habitat and take the quiz.

The second time they watch the video, they should watch the video with closed captions and take notes.

They will then write a script with these notes about their habitat.

Then they will find pictures on the internet that go with their script.

**The teacher:** will show students how to import their photos into PhotoStory.

**Students:** will then sequence them appropriately and plan and write in what they are going to say with each picture.

They will then narrate their story.

They can add music and transitions if necessary.

Have them check to make sure the video is clear.

**Students:** will present their finished product to the class.

**The Teacher:** will grade students with a rubric.

**Student Groupings:** Individual

**Materials:** Smartboard, notebooks, pens, computers

**Software/Internet sources:** PhotoStory, PowerPoint, Brainpop Jr., Google pictures

**Reflection:** The students liked doing this project. We worked on Chromebooks which had a few glitches. We could not get the microphones to work, so we had to do each one on the main single desk top in my room. They spent a lot of time perfecting their pronunciation- this made them very aware of their speech.

# EAST ISLIP UFSD

**Teacher:** Pamela Solomon, Krista Caruso

**School:** East Islip Middle School

**Grade(s):** 6, 8

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

**Lesson/Unit Title:** Long Island Tourist Attractions

## **Description of Prior Learning:**

Students have been introduced to a variety of tourist attractions on Long Island. Each student chose a destination and conducted research to answer a series of questions (location, physical description, fee, activities to do there, etc.) about their particular destination. This information was then used to create an iMovie presentation.

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

Grade 6: Reading Information 6.1., 6.2, 6.7

Writing 6.1, 6.4

Speaking/Listening 6.2, 6.4, 6.5

Grade 8: Reading Information 8.1., 8.2, 8.7

Writing 8.1, 8.4

Speaking/Listening 8.2, 8.4, 8.5

## **Content Objective:**

I can research information about a Long Island tourist attraction and integrate this information into an iMovie presentation.

## **Language Objectives:**

I can write a text-based essay using information gained from my research.

I can express this information, orally, through the Tellagami app.

## **Procedure:**

1. Students will be introduced to several tourist destinations on Long Island.
2. Students will choose one destination and conduct Internet research to answer a series of questions about their destination.
3. Students will write an essay using their research information.
4. Students will create 2-4 "Tellagami" videos to present their information. Students will read and record and/or type their information to be presented by Tellagami avatar.



- Students will download photos of their destination to Tellagami to be used as background images.



- Students will work in pairs to edit/revise their Tellagami video clips and then transfer the clips into iMovie.
- Teacher will use a rubric to assess students' research essay and video presentation.

**Student Groupings:** Pair Work, Individual

**Materials:**

- "Tourist Attraction Research Questions" worksheet
- Computers
- iPad

**Software/Internet sources:**

- Google, Google images
- Tellagami Edu. app
- iMovie app

**Reflection:**

This project was great for Entering and Emerging level ELLs, as it provided them with an opportunity to learn about several of the tourist attractions Long Island has to offer. Our students were excited to learn about these different places and became interested in visiting many of them which kept them engaged throughout their research.

The Tellagami Edu. app is very user-friendly. Once introduced to the app, students were able to navigate it completely on their own. Our students really enjoyed creating their own avatars, as well as choosing background photos for each video clip. Students took pride in their work and when making the Tellagami videos they did several takes, as they were able to play back their recordings, critique themselves and self-correct their speech. The students also enjoyed using the iPad and working together to put their video clips into a final iMovie presentation.

# EAST WILLISTON UFSD

**Teachers:** Jason Crave and Gail Leibert

**School:** The Wheatley School, East Williston School District

**Grades:** 9th & 11th

**English Proficiency Level(s):** Entering & Advanced

**Lesson/Unit Title:** Social Studies Prezi Project

**Description of Prior Learning:** Students are familiar with PowerPoint/Google Slides. Students have created Prezi.com accounts and have seen sample Prezis.

**CCLS English Language Arts Standard:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Content Objectives and Language Objectives:** Students will create and present a Prezi based on information learned in their social studies class.

## **Procedure:**

1. Teacher and students review structure and use of graphic organizers.
2. Using information from PowerPoint/Google Slides files, students create graphic organizers.
3. Teacher demonstrates creation of Prezi, highlighting comparison of structure to that of graphic organizers with which students are familiar.
4. Students sketch proposed structure and flow of Prezi based on graphic organizers.
5. Students create Prezis based on sketches, then present Prezis to class.

**Student Groupings:**  Pair Work  Individual

**Materials:** Chromebooks, Textbooks

**Software/Internet sources:** Prezi.com, Existing PowerPoint/Google Slides presentation, CIA World Factbook website <https://www.cia.gov/library/publications/resources/the-world-factbook/>, [http://americanhistory.about.com/od/civilwarmenu/a/cause\\_civil\\_war.htm](http://americanhistory.about.com/od/civilwarmenu/a/cause_civil_war.htm)

**Reflection:** Students felt that this activity helped them to review the material taught in the classroom. They liked the many different template options available and look forward to creating more Prezis soon!

## **Student Work:**

[http://prezi.com/ru-dqarw29ru/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/ru-dqarw29ru/?utm_campaign=share&utm_medium=copy)

[http://prezi.com/rxr3gmxumld/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/rxr3gmxumld/?utm_campaign=share&utm_medium=copy)

# EASTPORT - SOUTH MANOR CSD

**Teacher:** Jaime Carfora

**School:** Eastport South Manor Junior Senior High School

**Grade(s):** 7<sup>th</sup> Grade

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

**Lesson/Unit Title:** Memorial Day

**Description of Prior Learning:** The focus throughout the year has been to learn about culture and holidays of the United States. There has been emphasis on making connections between holidays in the United States to holidays in their home countries.

**CCLS English Language Arts Standards:**

[CCSS.ELA-Literacy.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-Literacy.L.7.6](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NYS Social Studies Standard(s):

[CCSS.ELA-Literacy.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**Content Objectives and Language Objectives:**

Students will be able to use the reading strategy of connecting to prior knowledge to understand text.

Students will be able to understand the Memorial Day holiday through reading realistic fiction.

Students will be able to differentiate between fiction and nonfiction.

Students will learn new academic and basic language.

**Procedure:**

- Teacher will present students with a short clip from watchlearnknow.com about Memorial Day with subtitles in Spanish to give background knowledge.
- Teacher will help students fill in a KWL chart on the Smart board.
- Students will come up with information they want to learn about Memorial Day.
- Teacher will give information comparing fiction and nonfiction to show the differences.

- Teacher will present students with new vocabulary they will learn with visuals for better understanding.
- Students and Teacher will read the book Memorial Day out loud.
- Teacher will pose questions throughout reading to gauge understanding.

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

**Materials:**

- Copy of book Memorial Day
- Worksheets
  
- Software/Internet sources: Reading A-Z
  
- Other References/Resources: Watchlearnknow.com

**Reflection:** I was pleased that students were so interested and engaged in the lesson. They developed a great understanding of Memorial Day and were able to make a connection to a holiday celebrated in their home country.

# EASTPORT - SOUTH MANOR CSD

**Teacher:** Mihaela Kuhnle

**School:** ESM HS

**Grade(s):** 9-10

**English Proficiency Level(s):** Entering and Emerging

**Lesson/Unit Title:** “Outsourced”

**Description of Prior Learning:** Prior to this mini unit, students have had intensive instruction and exposure to online resources and use of technology to support their language acquisition and content learning.

## **CCLS English Language Arts Standards:**

### CCSS.ELA-LITERACY.WHST.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.

### CCSS.ELA-LITERACY.WHST.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.L.9-10.2

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

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

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

### CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### 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.

CCLS Mathematics Standard(s): *(if applicable)*

NYS Social Studies Standard(s): *(if applicable)*

Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

## **Content Objectives and Language Objectives:**



**Students will be able to:**

1. Gain geographical, demographical, historical, and cultural information about India
2. Express orally and in writing their understanding of the information researched
3. Understand characterization and different types of characters
4. Understand how to write a characterization paragraph/essay
5. Understand the steps in the writing process
6. Organize information graphically
7. Develop research and presentation skills
8. Develop academic vocabulary

**Students will be able to:**

1. Use simple sentence structures to orally convey researched information
2. Acquire new academic vocabulary related to geography, climate, history, and culture of India
3. Express main ideas, details and text evidence in written form, with proper transitions.
4. Properly capitalize, and punctuate simple or complex sentences.

**Procedure:**

Teacher Activity	Student Activity
Presents background knowledge on India, cultural understanding and tolerance, and introduces the concept of outsourcing. Prepares research guide Outlines project requirements Clarifies grading rubric requirements Offers support as needed Offers immediate feedback Conducts post presentation peer-evaluation	View the movie <b><i>Outsourced</i></b> Follow directions for daily research on India Create PPT presentation 7-10 slides Participate in class discussions related to cultural issues that emerge from the movie and research Fill out a characterization graphic organizer (choose from 3 main characters) Write a characterization essay using teacher scaffolds (emerging) Write characterization paragraph using a paragraph frame (entering)
Presents Character Types lesson on smartboard Creates paragraph frame Creates essay outline Models each step in the writing process Assists students as needed Evaluates the final draft of characterization paragraphs and essays.	Present PPT Evaluate peers with 2 warm comments and 1 constructive criticism

**Student Groupings:** Small Group, Individual

**Materials:** movie “Outsourced”, paragraph frames, essay frame, graphic organizer

**Software/Internet sources:** PPT, Notebook, internet, video

Other References/Resources: Smart board

**Reflection:** As always with a Project Learning type of experience, students have opportunities to showcase their interests, artistry, creativity, and proficiency in oral and written presentation. The level of student engagement is high, the teacher plays a facilitating role while students are fully engrossed in learning. I was pleasantly surprised with the quality of work the students have produced independently, and received positive feedback from them as to the educational value of the completed tasks.

# HARBORFIELDS CSD

**Teacher:** Deana Atherton

**School:** Harborfields High School

**Grade:** 10

**English Proficiency Level(s):** Entering and Emerging

**Lesson/Unit Title:** Analysis of Text for Examples of Theme

**Description of Prior Learning:** Students are reading The Book Thief in their English 10R class. They have had vocabulary support and background knowledge of the Holocaust has been built. Students with a lower proficiency level in English are given a copy of the text in their native language. All students have been given a chart which includes the following themes from the novel: **Words, Reading, and Propaganda, Bravery and Cowardice, Thievery, Colors, Anger and Abandonment, and Tolerance and Intolerance.** Entering level students are given an illustrated theme chart with native language support.

CCLS English Language Arts Standard(s):

**RL .9-10.2**

**L.9-10.5**

**RL .9-10.1**

**SL.9-10.1**

**RL .9-10.4**

**W.9-10.2**

**Content Objectives and Language Objectives:** Students will analyze text for examples of theme. Students will read selected text using comprehension skills. Students will sort and identify for appropriate theme.

**Procedure:**

- 1) Greet students
- 2) Teacher tells students that they will be analyzing parts seven and eight ( or any other parts of the novel teacher wishes to focus on for lesson) of **The Book Thief** for examples of theme.
- 3) Each student is given a graphic organizer which outlines the **recurring themes** in the novel. Two of the Entering level ELLs are given a modified theme chart with illustrations and native language vocabulary support.
- 4) Students are divided into heterogeneous groups. They work together to locate examples of given themes in their texts or they must sort teacher provided examples of theme. For this activity I selected quotations from the text which I then photocopied for the students and cut out. The entering level students had to sort the quotes and place them into the appropriate category. (differentiation dependent upon language proficiency level.) Students write their examples on teacher provided graphic organizer.

**Student Groupings:** Students are grouped heterogeneously. Six tables of five students.

**Materials:** Theme chart-Graphic organizer with native language cues and picture support.

**Software/Internet sources:** Internet used to create modified theme chart and to collect illustrations for chart. Smart board and smart notebook used to display chart at front of classroom for closure activity.

**Other References/Resources:** The Book Thief used to acquire quotations for group activity.

**ASSESSMENT OF STUDENT LEARNING:**

Students will come to the board to write their examples of theme from the text.

Students will present their information to the class.

Students will discuss and analyze their different examples of textual evidence of theme.

**Reflection:** This lesson was created for a co-teaching classroom in a high school English class. It lends itself very well to modification and scaffolding for ELLs while addressing the NYS learning standards for English Language Arts.

# ISLAND PARK UFSD

**Teachers:** Meghan Gallagher and Shannon Reda

**School:** Lincoln Orens Middle School

**Grade(s):** 7-8

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

**Lesson/Unit Title:** Bioluminescent Organisms

## **Description of Prior Learning:**

The unit was designed using a non-fiction article from the Smithsonian Museum’s website, “Deep Sea Bioluminescence.” Readability statistics determine the article’s Lexile level to be in the range of 925-1185. The range aligns with the new Common Core Text Complexity Grade Bands and Lexile Bands Chart. The students will also be reading a variety of articles at their individual reading level with excerpts from the Smithsonian Museum’s website, the Museum of New Zealand’s website, and the University of California, Santa Barbara.

The comprehension skills focused on throughout this lesson are *identifying central ideas and details*, and *citing specific textual evidence when writing or speaking to support conclusions drawn from text*. The vocabulary strategy is *context clues*, and the vocabulary words are taken directly from the text in order to further aid in comprehension and build English vocabulary. The comprehension skills *identifying central ideas and details*, and *citing specific textual evidence when writing or speaking to support conclusions drawn from text* are also included in the Common Core Curriculum for grades 7-8.

## **CCLS English Language Arts Standards:**

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 the text.

Common Core Grade 7&8 Standard (RI.7.1, RI.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.

Common Core Anchor Standard (RI.2): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Common Core Grade 7&8 Standard (RI.7.2, RI.8.2): 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.

Common Core Anchor Standard (RI.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.

Common Core Grade 7&8 Standard (RI.7.4, RI.8.4): Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Common Core Anchor Standard (SL.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.

Common Core Grade 7&8 Standard (SL.7.4, SL.8.4): 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.

### **Content Objectives and Language Objectives:**

- a. Learning Goal: Students will be able to identify key information in an expository text and explain that information to other students.
- b. Lesson Objectives:
  - Build unit vocabulary with Kahoot review game.
  - Read a nonfiction paragraph, identify information, and cite textual evidence to complete a tree map. (Jigsaw Activity)
  - Explain information to classmates to add facts to a tree map. (Jigsaw Activity)
  - Listen to information provided by a classmate and add facts to a tree map. (Jigsaw Activity).
  - Share information to describe a bioluminescent organism.

### **Procedure:**

- a. **Opening:** Students will enter the classroom and get their supplies from their bins. Students should begin the “Do Now” activity, which will be to copy the homework from the Smart Board. Teacher will then explain that students will review unit vocabulary words with a Kahoot interactive game. Teacher will display a variety of item types to review vocabulary words in context.
- b. **Mini Lesson:** Teacher will ask volunteers to summarize possible reasons marine biologists believe organisms of the deep sea have developed the adaptation of bioluminescence.
- c. **Guided Practice:** Teacher will briefly explain to students that they will be working individually and then rotating to different classmates to complete a Jigsaw Activity. Teacher will explain that each student will be given a different photo card and paragraph describing a bioluminescent organism. They will each need to read their photo card and become an “expert” on their specific organism. Teacher will demonstrate how to use the articles to complete a pre-labeled tree map with information on the organism’s habitat, structure, and believed reason for developing bioluminescence. Students will be given time to read their paragraphs, and complete their tree maps. Then students will rotate to assigned partners/groups and disseminate the information on their organism to their classmates. Other students will listen to the expert and add facts about the different organism to their tree maps. Teacher will explain that she will be looking for how well students listen and respond to others in their cooperative group and how well they all make meaningful contributions.
- d. **Independent/Partner/Group Work:** Students are working individually at their personal Lexile level initially. Then students will rotate to partners or small groups of mixed ability levels. Students will refer to their articles and tree maps to cite textual evidence and explain key facts about a bioluminescent creature. Each group will travel to at least 1 station, where they are the expert, and then listen to information from an expert. Time permitting, students will continue on to the other 2 stations.
- e. **Closing:** Students will be asked to tell what they learned from one “expert” during the Jigsaw Activity.
- f. **Follow-Up/Reinforcement of Learning (Concept/Skills):** In a follow-up activity, students will review vocabulary. Students who did not complete question/quotation for all stations will do so. Teacher will introduce students to a Fact-Based essay in which students will write about the animals from their tree map.

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

**Materials:**

1. Kahoot Interactive Game – iPads and Smart Board
2. Photo Cards and Leveled Articles of Bioluminescent Organisms
3. Tree Map Template

**Software/Internet sources:**

1. Kahoot Interactive Game – iPads and Smart Board
2. Excerpts from the Smithsonian Museum’s website, the Museum of New Zealand’s website, and the University of California, Santa Barbara.

**Reflection:**

Students enjoyed learning about this topic and becoming an “expert.” The lesson went well and allowed for an in depth study of the topic and a variety of listening, speaking, reading and writing activities. In the future, I would add a “Fish Bowl” activity to model the Jigsaw Activity before dividing students up into their groups.

# KINGS PARK CSD

**Teacher:** Liz Bellucci

**School:** Kings Park High School

**Grade:** 9<sup>th</sup>

**English Proficiency Level:** Intermediate

**Lesson/Unit Title:** “Global Warming”

## **Description of Prior Learning:**

While we are breaching the topic of global warming for the first time in our class, student has been exposed to the concept in Science. As the 10 vocabulary words are tier 3, student has had exposure to them in all of his content area classes.

## **CCLS English Language Arts Standards:**

- L.9.4: Determine or clarify meaning of unknown words....
- RI.9.4: Determine the meaning of words and phrases as they are used in a text....

## **Content Objective:**

Student will learn how to use 10 tier 3 vocabulary words in context.

## **Language Objectives:**

Student will be able to:

- Define each term in his own words and use in a sentence.
- Use the pre fix “re” to determine word meaning when possible
- Use a word map format to create a vocabulary ring
- Self assess using Power Point Edit Graphic Organizer
- Create a power point to display his knowledge of each of the 10 vocabulary words.

## **PROCEDURE:**

### **Day 1:**

**Bell work/Topic Intro:** Student fills out Global Warming Anticipation Guide

- After discussing the anticipation guide responses, student will watch a 3 min clip from ABC news and answer the question, “What can we do to stop the harmful effects of global warming?”

*Newscast: “Global Warming Debate Heats Up at UN.” ABC News 9/27/13*

*<http://www.bing.com/videos/search?q=global+warming+video&view=detail&mid=CB1DDBA5753C11103C98CB1DDBA5753C11103C98&FORM=VIRE&adlt=strict>*

## **Vocabulary Intro.:**

- Look at the 10 words from Unit 2 in the Vocabulary for Success Student Book. (research, debate, argument, chronology, confer, reassess, document, redistribute, reinterpret, reconstruct)
- Fill out the “My Vocabulary Knowledge” graphic organizer ( see below)
- Student reads through vocabulary in Unit 2, definitions etc. teacher clarifies



## MY VOCABULARY KNOWLEDGE

Vocabulary	I have never heard of it.	I have heard of it, I think I know what it means.	I know it very well.	I can tell or write a sentence with it.

### Day 1 cont.

**Closure:** Student identifies which words he needs clarification with and assigns those to himself as study items.

**HW.** Student creates word map style vocabulary key ring. Begin working on in class to ensure clarity

### Day 2:

**Bell work:** Global Warming Close Reading. Student reads online nonfiction editorial on global warming from Unit 2 and answers close reading questions. Questions are written in the margin next to each paragraph in the text. Student is instructed to answer questions as he reads.

- Student re- reads article and answers discussion questions using vocabulary from unit in answer. “If you were to have a debate on global warming, what would you say? How has global warming caused you to reassess your ideas about the weather?”

**Closure:** Complete the “Check Again” exercise. Complete the sentence. E.g. If I need to *reinterpret* a scene from Shakespeare, I might\_\_\_\_\_, When coaches and players *confer*, they often\_\_\_\_\_.

**HW:** Student takes practice quiz, then determines what words he needs to study for homework. Quiz next class.

### Day 3:

\*\*\*\*\*Quiz\*\*\*\*\*

**Bellwork:** Student reads sentences with redistribute/distribute, construct/reconstruct. How do these words differ? Discuss. What does the prefix “re” indicate?

- Prefix activity page 20

**Day 4/5: Power Point Instruction Day/ Student will learn to use Power Point to organize information.**

In computer lab, assist student with power point practice. Student will play around and create a practice presentation on a topic of his choice.

- Save vs. save as
- Creating pages
- Adding text and pictures
- Design, animation and transition elements.

**Day 4/5:** Student will be creating a power point to demonstrate Unit 2 vocabulary knowledge.

- Student will follow the power point project guidelines sheet to create a power point
- After completing the power point, student will use editing worksheet to make changes to their presentation.

Closure: Oral presentation

Student Groupings:  Individual

Only one student= all work is individual

**Materials:**

- Vocabulary for Success Unit 2 packet
- Power Point editing sheet
- Index cards and key ring for vocabulary key chain

**Software/Internet sources:**

- Computer/Power Point program
- Newscast: "Global Warming Debate Heats Up at UN." ABC News 9/27/13
- <http://www.bing.com/videos/search?q=global+warming+video&view=detail&mid=CB1DDBA5753C11103C98CB1DDBA5753C11103C98&FORM=VIRE&adlt=strict>

**Reflection:**

Beginning the Unit with an assessment of my student's prior knowledge/opinion on the subject of Global Warming was a great way to introduce the unit. The close reading activity asked my student to ask and answer questions as he read. Eventually I want my students to take ownership of this reading strategy and always ask themselves questions as they read to ensure comprehension.

I strive to find ways for my students to not only comprehend the definition of a new vocabulary word but to also use the word correctly in context. Examining the prefix "re" helped my student develop his own definitions to each vocabulary word. The vocabulary key chain was a fun take on a word map. It invited students to paraphrase, use symbols to represent meaning and use each word in context.

**Teacher:** Mina Laucella

**School:** Kings Park –William T. Rogers School:

**Grade(s):** 7<sup>th</sup> & 8<sup>th</sup>

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

**Lesson/Unit Title:** “Weather Forecasting”

## **Description of Prior Learning:**

Students were given vocabulary words and expressions relating to the Weather/Seasons Unit and practiced these words/expressions in context. Students were also taught the present tense ‘is’, past tense ‘was’, and future tense ‘will’.

## **CCLS English Language Arts Standards:**

CCSS.ELA-LITERACY.W.8.2.D

Use precise language & domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.SL.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.

CCSS.ELA-LITERACY.SL.8.5

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

CCSS.ELA-LITERACY.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

## **NYS Science Standards:**

Standard 4 The Physical Setting - Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Performance Indicator 2.2 - **Describe** volcano and earthquake patterns, the rock cycle, and **weather and climate changes**.

**2.2i** Weather describes the conditions of the atmosphere at a given location for a short period of time.

**2.2j** Climate is the characteristic weather that prevails from season to season and year to year

## **Content Objectives and Language Objectives:**

SWBAT:

- 1) Identify different weather conditions
- 2) Identify ways in which weather affects daily routines, such as dress, activities, etc.

SWBAT:

- 1) Describe daily weather conditions in terms of temperature, cloud cover, and precipitation
- 2) Name at least one month in a specific season while referring to a calendar
- 3) Describe a few characteristics of a specific season

**Procedure:**

*Teacher:*

- 1) Provide vocabulary target list (weather conditions, seasons, appropriate clothing for each, verbs [activities that can be done for each], Fahrenheit-Celsius conversion formula)
- 2) Activities to use newly acquired vocabulary in context (readings with comprehension questions/short response writing, matching seasons/months/weather conditions, appropriate clothing for each, etc)
- 3) PowerPoint was also used as part of a 'game' – where the picture of weather conditions/seasons/clothing appeared and the students needed to recall the name.
- 4) Show video clips of actual weather forecast as seen on news (discuss importance of knowing weather, procedure of forecasting), as well as videos made by students (in all languages)
- 5) Give detailed instructions, websites, samples by students (used as a demo)

*Students:*

- 1) Research upcoming weather on websites (use various ones to compare/contrast)
- 2) Write report for week, incorporating temperature, precipitation/sun/etc, appropriate clothing and activity.
- 3) Make a visual (poster board, PowerPoint, props, etc.)
- 4) Presentation

**Student Groupings:** Pair Work

**Materials:**

Handouts (vocabulary list, readings, activities)

PowerPoint Presentations

Videos of Weather Forecasting (professional and by children)

Visuals for demonstration purposes

Software/Internet sources:

[www.weather.com](http://www.weather.com)

<http://www.eslgamesplus.com/weather/>

<http://www.anglomaniacy.pl/weatherMatching.htm>

<http://busyteacher.org/6200-5-fun-games-that-teach-the-weather.html>

<https://learnenglishkids.britishcouncil.org/en/category/topics/weather>

Other References/Resources:

Local newspaper weather reports

**Reflection:**

This is a topic that is always practiced on a daily basis, in part with doing the date/calendar. The students had fun researching and putting their project together, although they were hesitant/reluctant upon hearing about presenting it (possibly videoing it). I had them choose their partner and also gave them the option of working by themselves.

## OYSTER BAY - EAST NORWICH CSD

**Teacher:** Ed Herrera

**School:** Oyster Bay HS

**Grade(s):**9 and 10

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

**Lesson/Unit Title:** A Long Way Gone, by Ishmael Beah

**Description of Prior Learning:** Students were shown a map of Africa, shown where the story takes place and given a brief description of the civil war in Sierra Leone. Students were also given newspaper articles related to Child soldiers around the world.

**CCLS English Language Arts Standards:**

W.11-12.6 use technology, including the internet, to produce, publish, and update individual or shared writing products...

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

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

WHTS 9-10. 1A Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

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

RH. 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**Content Objectives and Language Objectives:** Students will be able to read and understand the diary, answer questions related to the reading and provide text evidence to support their claims and/or observation directly taken from the reading including page and line number. Students will be able to identify and write their own thesis statement.

**Procedure:**

Students will read and listen to A long Way Gone, by Ishmael Beah. ENL students were given an iPad and used Scribd to listen to and read in English and in Spanish. The iPads were equipped with the Google Translate app so that

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

**Materials:** Ipad, Smartboard.

**Software/Internet sources:** Scribd.com, Google Translate app, Google Earth, [www.hrw.org](http://www.hrw.org), Youtube

**Reflection:** Students enjoyed the story of this remarkable young child. Many of the ENL students were able to relate to the violence and feelings this child soldier went through. The app and Scribd were very helpful in helping students participate in this English class.

# OYSTER BAY - EAST NORWICH CSD

**Teacher:** Fanny Diaz

**School:** Oyster Bay High School

**Grade(s):** 8

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

**Lesson/Unit Title:** The Pearl/Plot Analysis/ Literary Devices

**Description of Prior Learning:** Students read The Pearl by John Steinbeck. They were studying literary devices and author craft with a focus on theme and characterization.

## **CCLS English Language Arts Standards:**

RL.8.2-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.

RL.8.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

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

L.8.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Content Objectives and Language Objectives:** Students will be able to analyze the plot and themes in The Pearl by John Steinbeck.

Students will be able to use knowledge of the text to produce a written presentation that conveys the themes in The Pearl.

## **Procedure:**

1. Students will read The Pearl by John Steinbeck in audiobook form as a whole class. The entering students will read the Spanish version of the story as well.
2. The teacher will provide a translated version of the text (for entering students only) as well as, a glossary of key vocabulary for all ENL students.
3. Students will take turns discussing literary terms and characterization throughout the book. During class discussion, students will have time to annotate and select important details that need to be included in their presentations.
4. Students will choose a format for their project: PowerPoint, Puppet Pals, Art Project or Prezi presentation.
5. Students will work with their partners to gather information and plan their project.
6. The teacher will work with each group individually to assist with the organization and development of the project.
7. Students will present their project to the whole class and will be evaluated based on the rubric provided.

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

**Materials:** Laptops, Ipads, The Pearl by John Steinbeck, (paperback and audiobook) Smart Board, chart paper, markers, rubric, glossary.

**Software/Internet sources:** YouTube, Weebly.com, PowerPoint, Puppet Pals, Smart Board.

**Other References/Resources:** After reading The Pearl by John Steinbeck, students will watch the film and compare the two using a graphic organizer.

**Reflection:**

The students had a great time gathering photos, multimedia, and working on their projects together. They enjoyed discussing and analyzing literary terms throughout the short novel and sharing their predictions and points of view. Although The Pearl has a tragic ending, the students enjoyed reading it and watching the multimedia approach of the projects. When they presented their projects, their peers as well as their teachers evaluated them. Overall, this was a fun project that students enjoyed and look forward to doing it again in the near future.

# OYSTER BAY - EAST NORWICH CSD

**Teacher:** Sara Cuniglio

**School:** Oyster Bay High School

**Grade(s):** 10<sup>th</sup> and 11<sup>th</sup>

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

**Lesson/Unit Title:** Australia Accepting Syrian Refugees/Isis Attacks on Paris

**Description of Prior Learning:** The attacks on Paris were discussed, as well as their link to Syria. Terrorism was discussed, and students also had a chance to see where Syria was on a map, and take a virtual tour there.

**CCLS English Language Arts Standard:** W.11-12.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**NYS Social Studies Standard(s):** RH.9-10.7 Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text).

## **Content Objectives and Language Objectives:**

Students will be able to identify reasons Australia would accept Syrian refugees.

Students will be able to use key vocabulary to discuss the topic, and their opinion.

## **Procedure:**

The teacher allowed students to pre-read their printed copies of the text. Students were asked to underline unknown words and write down a few words predicting what they thought it would be about.

As students shared the words they did not know, the teacher translated them (to Spanish) on the app as students copied the translation into their notes. Simultaneously, one (transitioning) student recorded the list on the whiteboard.

The teacher pulled up a map from News-o-Matic and had students circle France, Syria, and Australia.

Students' thoughts about the location of all three countries in relation to each other were discussed.

The teacher read the text aloud (slowly).

Then, students were given the opportunity to read the same text aloud, taking turns.

Students also saw images provided on the News-o-Matic app that related to the story. These were discussed.

Once key terms, such as **terrorism**, **refugee**, **poverty**, **displaced**, **refugee camps**, and **prejudice** were discussed, students were asked to share with their partner why they felt Australia would accept so many Syrian refugees all at once.

As a closing activity, and an "exit ticket", students

**Student Groupings:** Whole Class, Pair Work, Individual

## **Materials:**

iPad (with News-o-Matic app on it)

iPad connector for SMARTBoard

SMARTBoard

SMARTNotebook file



Printed copies of text

**Software/Internet sources:** SmartNotebook, News-o-Matic iPad app

**Reflection:** Although this app would work best if we had enough iPads for each student, I was able to plan ahead of time by taking screenshots of the text, printing them, and making a SMARTNotebook file, so that the lesson could go smoothly, and so that we could use all the features that News-o-Matic has to offer. For my students, it was basic enough, but also challenging, and the topic was relevant, so that they felt integrated into what was going on around them in the mainstream at the time. I was also able to use this as a motivator for when students finish work early, or have earned the iPads, so they can use individually, and hand in extra credit assignments on current events. I highly recommend this app.

**Teacher:** Regina Paquette

**School:** Port Jefferson High School

**Grade:** 9

**English Proficiency Level:** Entering

**Lesson/Unit Title:** Romeo and Juliet

**Description of Prior Learning:** Lessons and notes from the Readwritethink.org website were accessed to develop background knowledge prior to starting the unit.

**CCLS English Language Arts Standards:**

[CCSS.ELA-LITERACY.RL.9-10.2](#)

[CCSS.ELA-LITERACY.RL.9-10.4](#)

**Content Objectives and Language Objectives:**

- Student will read graphic novel in English with a Spanish translation to build background knowledge.
- Student will answer questions to demonstrate knowledge and understanding of the main events and characters.
- Student will practice reading aloud and silently to improve skills in each area.
- Student will enrich vocabulary and improve understanding of the play through discussions of vocabulary meaning and completing “Own the Word” graphic organizer.
- Student will write and complete storyboard to check student’s reading comprehension, encourage student to think about the ideas presented by the play, and to provide opportunity to practice creating sentences, apply grammar, and improve use of English language.

**Procedure:**

1. To prepare the student for the play, the teacher spends several days previewing the play by incorporating the lesson, notes and worksheets from “Tragic Love: An Introduction to *Romeo and Juliet* .” The question words – who, what, where, when, why, how – are introduced/reviewed.
2. To begin the reading of the play, the teacher translates a scene into Spanish using Google Translate.
3. Student reads the scene in Spanish.
4. Teacher proceeds with a guided reading of the scene in English. There is discussion of key points while referring to visuals and cognates. The Internet is used via an Ipad to help with needed explanations of the scene or character.
5. The student highlights three to four words of interest, and completes an “Own the Word” organizer for each vocabulary word as homework.
6. After discussing the vocabulary words, and reviewing the scene, the teacher models how the scene may be recreated in a storyboard. The teacher assists the student in summarizing the scene in one or two sentences. These sentences are written in English. The student may refer back to the graphic novel, notes, and vocabulary to compose the sentences. This step by step procedure is used to complete the play.

7. The teacher administers two vocabulary quizzes, one mid-way through and the other at end of the unit. The student is assessed using multiple choice questions, cloze exercises, matching, and simple sentence writing. A final question prompts the student to summarize the events of a particular scene.

**Student Groupings:** Individual

**Materials:** Graphic Novel of Romeo and Juliet, graphic organizers

**Software/Internet sources:** Google App translator, Ipad

**Other References/Resources:**

- [http://www.readwritethink.org/files/resources/lesson\\_images/lesson1162/TragicLove.swf](http://www.readwritethink.org/files/resources/lesson_images/lesson1162/TragicLove.swf)
- [http://www.readwritethink.org/files/resources/lesson\\_images/lesson1162/ClozeNotes.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1162/ClozeNotes.pdf)
- “Own the Word” graphic organizer <http://www2.csudh.edu/tsr/assets/owntheword.pdf>
- storyboard graphic organizer [http://www.educationworld.com/tools\\_templates/template\\_strybrd\\_8panels.doc](http://www.educationworld.com/tools_templates/template_strybrd_8panels.doc)

**Reflection:** Through a step by step and repetitive approach, the student was able to learn vocabulary from and develop an understanding of the play. The Spanish translations were a wonderful source for creating the students’ background knowledge. The student responded positively to this learning experience

# ROCKVILLE CENTRE UFSD

**Teacher:** Angela Tarquinio

**School:** South Side High School

**Grade(s):** 9-12

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

**Lesson/Unit Title:** Reading Informational Text

**Description of Prior Learning:** Students should be proficient in their native language.

**CCLS English Language Arts Standard(s):** RI.9-10.1, RI.9-10.2

**NYS Social Studies Standard(s):** *(if applicable)* RH.9-10.4

**Content Objectives and Language Objectives:** Students will do a close reading in order to answer comprehension questions and determine a central idea of the text. Students will use context clues to decipher the meaning of unfamiliar vocabulary. Students will look up words on the iPad for the correct meaning. Students will write a sentence with the vocabulary words. Students will write a summary of their article and present it to the class as if they were a news reporter.

**Procedure:** The teacher will choose an article and read the article aloud with the students and answer the questions together. The teacher will select a few vocabulary words and check for the students' prior knowledge of the words. If students do not know the meaning of the words, the teacher will model how to use context clues to decipher the meaning. Students will have some time to explore the articles from the News-O-Matic website and choose an article that they find interesting. Students will read the article independently and answer the questions following the article. Students will fill in the vocabulary guide sheet for any unfamiliar words and use context clues to help with clarity.

**Student Groupings:**  Whole Class  Individual

**Materials:** [www.newsomatic.org](http://www.newsomatic.org) website, News for You newspaper, iPad, dictionary, vocabulary guide sheet, graphic organizer

**Software/Internet sources:** [www.newsomatic.org](http://www.newsomatic.org)

**Reflection:** The students loved using this website. They all had a feeling of success. They were able to answer the questions and decipher meanings of unfamiliar words. Students truly felt like an expert on their article because they were also able to get a visual and watch a video for many of the articles. It completed their understanding of the information in the article. One of my students just came from El Salvador 3 weeks ago; he speaks no English, but is proficient in his native language-Spanish. I am able to include him in the lesson because he first listens to the article in Spanish while reading along and then he tries to read it in English. He flips back and forth to each language. He watches the video and then attempts to do the questions. All in all I feel that his time is being used productively.

**Teacher:** Maria Sheltz & Alexis Krivosta

**School:** Lincoln Avenue & Middle School, Sayville School District

**Grade(s)** 5-8

**English Proficiency Level:** Intermediate/Advanced

**Lesson:** Idioms

**CCLS English Language Arts Standard(s):** L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

## Objectives

**Content Objective:** The student will be able to identify and understand the meanings of idioms.

**Language Objective:** The student will read a text containing idioms. The student will write and illustrate the meaning of idioms.

**Description of Prior Learning:** This is an introductory lesson on Idioms, but can be taught as part of a unit. There is also a Follow-up lesson which can be done individually, in pairs, or in small groups depending on the size of the class.

**Materials:** iPad (Notability app), internet access (YouTube Video), Visuals of definitions on sentence strips, Teacher-made paragraph, Idiom cards, Worksheet

**Student Groupings:** Small Group, Individual

## Procedure

### Motivation:

The teacher will tell student(s) that they will be learning about idioms. Students will be asked the meaning of literal and non-literal. The teacher will then tell the students the definition of idioms. The teacher will show a clip from the TV show modern family. After, the teacher will ask students, "Why was it so difficult for Gloria to understand the English Language Idioms?"

### Instructional Strategies:

1. After viewing the video clip, the teacher will read a paragraph containing idioms. The teacher will ask the students what they think the passage was about. The teacher will discuss how it is difficult to use context clues to figure out the meaning of the idioms. The teacher will explain that idioms cannot be understood by the literal meaning of the words but only by knowledge of what the expressions means as a whole. The teacher will ask if they know or heard of any other idioms.
2. Next, examples of common idioms will be displayed. The teacher will provide the students with a literal meaning using a picture, the figurative definition and a sentence.
3. The students will choose their favorite idiom and illustrate the literal meaning. They will also write the actual meaning and use it in a sentence. The teacher will then provide students with an idiom. They

will then illustrate the literal meaning and will research the figurative meaning and as well as write the meaning. Students will write a sentence using the idiom.

**Closure:** After, the teacher will read the passage from the beginning of the lesson. Students will read along and highlight the idioms. Students will be asked to explain what the passage was about after learning the idioms.

**Follow-up:** Using the app Notability, students will choose a new idiom (or one from this lesson) to explain on a page to the teacher or small group. They will be encouraged to illustrate and/or locate pictures on the web to explain the literal and exaggerated meaning.

**Short Term Assessment:** The teacher will assess the student's ability to identify and interpret idioms based upon the completed worksheet.

**Long Term Assessment:** In upcoming reading, students will identify and interpret the meaning of the idioms.

**Reflection:** This lesson is adjustable by grade and English level as needed.

# WANTAGH UFSD

**Teacher:** Franco A. Zagari

**School:** Wantagh High School

**Grade(s):** 10-12

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

**Lesson/Unit Title:**

Preparing for your first year at Wantagh High School: An informational video!

**Description of Prior Learning:**

Students will do a written reflection on how their view of high school has changed since arriving and how their expectations were accurate or inaccurate. The written reflection will be followed by a classroom discussion which will segue into what they would tell their peers preparing to enter high school next school year.

**CCLS English Language Arts Standards:**

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

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.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCLS Mathematics Standard(s): *(if applicable)*

NYS Social Studies Standard(s): *(if applicable)*

NYS Science Standard(s): *(if applicable)*

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Content Objectives and Language Objectives:**

Content Objectives:

- Students will make predictions of what kind of questions their middle school counter-parts may ask them about high school.
- Students will answer questions posed by incoming freshman ELLs about high school.
- Students will provide information beyond the questions that were asked by the incoming freshman ELLs.

Language Objectives:

- Students will use phrases in the simple future tense.
- Students will use phrases in the conditional tense with various “if” clauses.



**Procedure:**

The teacher will invite students to reflect on their high school experiences thus far. The students will be asked to think about what their expectations were when they first started high school. They will be asked about which predictions turned out to be true and which ones had a different or surprising outcome. The students will then group their personal thoughts into a reflective writing piece. The reflections will be read aloud to the class and students will discuss their reflections.

Following the reflection piece, students will be asked to predict what questions an incoming freshman ELL may have about the high school. Students will be asked to come up with 3 possible questions that a student may have. The teacher will model a question using the correct grammar and verb tense. Students must share their questions with their classmates. The classmates must come up with possible answers to the questions. Once again, students must concentrate on proper tenses (such as future, or conditional phrasing).

Students will then receive actual questions submitted by the incoming ELLs. Students will read, watch, and listen to the questions submitted. Together, students will examine the questions and discuss the best answers to each question. Class time will be used to answer each question and then prepare a video to send back to the ELLs in the middle school. In the video students will utilize school resources such as the school webpage, the school map, and actual parts of the school as background and setting to their video. Students will take turns speaking and recording. The students will be evaluated on content, comprehensibility/audibility, grammatical structure, creativity and enthusiasm. The evaluation will be graded using the rubric for the video project.

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

**Materials:**

iPads, paper, writing materials.

**Software/Internet sources:**

iMovie, Filmora Wondershare (Windows Based Video Editing), Wantagh High School webpage.

**Other References/Resources:**

School map, school building for filming. Rubric for final evaluation of video project.

**Reflection:**

This activity is a wonderful collaborative activity that empowers the high school level students and gives them a great amount of freedom in creating the project. The focus on specific elements on language helps bring in a precise structure to many of the sentences and statements produced. The collaboration between students from the high school and middle school creates a great harmony between the two groups of students and helps ease the anxieties of some of the incoming freshmen.

# WEST ISLIP UFSD

**Teacher:** Monica Krawczyk

**Schools:** West Islip High School & Udall Road Middle School

**Grade(s):** 6-12

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

**Lesson/Unit Title:** Human/civil rights activists (leaders) around the world – Oral Presentations and interactive activities.

**Description of Prior Learning:** Students learned about human/civil rights movement in the United States (ex. Dr. King and his speech “I have a Dream”). Students conducted research on their native countries to find out about civil/human rights movement in their native country. Next, they had to identify a leader/activist in their native country who significantly contributed to civil/human rights in their native country and/or beyond. Students were able to find the specific information and take notes. As a guide they used the Note-Taking Page with the explicit questions they needed to answer. Consequently, students had to create a PP Presentation using their notes on the human rights activists from their native country. They used various technology sources to complete this project. Finally, students had to present their project to the rest of the ELLs on the collaboration day.

CCLS English Language Arts Standard(s):

Reading Standards for Informational Text K-5: 1,2, 5, 7, 10 & 6–12: 1, 2, 3, 7, 8, 9

College and Career Readiness Anchor Standards for Writing K-5: 2, 4, 5, 6, 7, 11 & 6-12: 1, 2, 4, 5, 6, 7, 8, 9

Writing Standards 6–12: 1, 2, 4, 5, 6, 7, 8, 9

Speaking and Listening Standards K-5: 1, 2, 3, 4, 5, 6 6–12: 1, 2, 3, 4, 5, 6

Language Standards K-5: 1, 2, 3, 5, 6 6–12: 1, 2, 3, 4, 5, 6

CCLS Social Studies Standard(s):

Reading Standards for Literacy in History/Social Studies K-5: 2, 3 & 6–12: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

## **Procedure:**

The teacher will:

Prior Learning:

- Go over the assignment, its goals, expectations, and outcomes
- Provide the students with the Note-Taking Page and the rubric to guide them through the research process
- Go over the research steps, techniques, and validity
- Guide the students while they research the information and complete their Note-Taking Page
- Go over the rubrics
- Assist students with creating interesting and informative PP presentation
- Provide the students with the appropriate technology sources and equipment

Collaboration Day:

- Go over and explain the agenda for the day
- Monitor and guide students during the Getting to Know You activity
- Monitor, guide, and video the students’ oral presentations
- Monitor and guide students during the Things in Common activity
- Guide and monitor the student in creating an iMovie by using the videos from the presentations to showcase this learning event (high school students only)

The Students will:

- Review the research steps, techniques, and validity
- Research relevant and explicit information as it applies to their native country and human rights activists
- Use various technology sources and equipment to locate this information
- Take notes and complete the Note-Taking Page according to the rubric
- Create a PP presentation on their human rights activist
- Practice their presentations
- Use Rubrics to complete their assignment
- Work in pairs during Getting to Know You activity
- Conduct an interview of the partner and present information they find out about each other to the rest of the students
- Present their human rights activist – PP and oral presentations to the rest of the students
- Contribute to their group in Things in Common activity – team work skills building activity
- Create an iMovie by using the videos from the presentations to showcase this learning event (HS students only)

**Student Groupings:** Whole Class, Small Groups, Pair Work, Individual

**Materials:** Teacher’s handouts (project directions, note-taking worksheet, and rubrics), computer, internet access, iPads, Power Point, Smart Board.

**Software/Internet sources:**

- google.com
- biography.com
- factmonster.com
- brainpop.com
- YouTube (I Have a Dream by Dr. King)
- other related websites

**Reflection:**

This assignment was a very valuable and thought-provoking experience for all ELLs grades 6-12. Students began by learning about the human rights movement in the United States. Then we researched and discussed human rights in other countries, specifically in countries that they come from. It was evident that students took pride in their native countries, and were moved by some of the activist, particularly what these activists did, and how much they sacrificed for their ideas and beliefs. Students shared the information they had learned by presenting their PP presentation about their human rights activists to the rest of the students during our Annual Collaboration Day. Furthermore, students developed and practiced their team work skills, as well as listening and speaking in English skills, by participating in various pair and group activities that day. It was evident that all students truly enjoyed working on this project and were prepared to share their information with other ELLs. This assignment allowed all students to strengthen their sense of pride and appreciation for their culture and their native country. Furthermore, it gave them the unique opportunity to learn facts about their native countries that they didn’t know. Students were asking presenters many questions about their countries and the human rights in those parts of the world. It was remarkable to observe all of the students participate in such an extraordinary experience, and witness their enormous enthusiasm and passion for learning. Students’ presentations were videotaped and high school students will make an iMovie documenting this ENL event.

# WEST HAMPTON BEACH UFSD

**Teacher:** Corinne Conroy

**School:** Westhampton Beach High School

**Grade(s):** 9-12

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

**Lesson/Unit Title:** Rhetoric **Unit:** Persuasive Advertising Techniques Project

**Description of Prior Learning:** Students were introduced to Rhetorical Devices such as ethos, pathos, logos and were provided with various persuasive technique examples including commercials and written advertisements.

**CCLS English Language Arts Standards:**

## **Comprehension and Collaboration:**

- CCSS.ELA-Literacy.SL.9-10.3  
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- CCSS.ELA-LITERACY.CCRA.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.

## **Presentation of Knowledge and Ideas**

- 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.

## **Content Objectives:**

SWBAT create an advertisement (video and print) while implementing ethos, pathos, and logos.

SWBAT work collaboratively to write and present advertisements demonstrating the use of rhetorical devices

## **Language Objectives:**

SWBAT write advertisements demonstrating the use of rhetorical devices

SWBAT speak and listen to their peers during presentations and collaboration

**Procedure:**

1. Students were provided with a questionnaire about their favorite commercials and advertising. Teachers then showed 6 different commercials. Students were to complete a set of questions for each commercial (see attached)
2. Students were introduced to Persuasive Techniques in Advertising (ethos, pathos, logos) and were given various examples that they had to properly label. \*ELL modification: My entering/emerging students were provided with vocabulary practice- such as commercial, advertisement, audience, persuade, behavior etc.
3. Students were then given 8 links of Print Advertisements. Each student needed to choose 2 and complete an analysis for each. (See attached analysis) \*ELL modification: My entering/emerging students only needed to complete the first 3 questions.
4. Teacher assigned groups with 4 students in each. (Some groups had 3). Teachers grouped low ELL students with higher mainstream students. We also made sure there was a native Spanish speaker in the groups with the ELLs.
5. Teacher provided a list of group jobs that the students needed to assign amongst themselves. The jobs included: Video (2 students), Print Advertisement, and Written Piece.
6. Teacher then provided the students with the project guidelines. See attached.

**Student Groupings:** Small Group (3-4 in each)

**Materials:** Project instructions, group jobs, questionnaire, laptops

**Software/Internet sources:** iMovie, Microsoft Word, Google Docs

**Reflection:** This lesson was created in my ELA/ENL co teaching class. This was a great activity for students at all levels. There were a lot of opportunities to include visuals, which was greatly helpful for all our ELLs. Being able to see different commercials and print ads, along with explanations about which techniques were used, was beneficial for their learning and their ability to create their own. In addition, pre-teaching essential vocabulary also improved their comprehension of the project and the activities leading up to it. The students were able to work in small groups and collaborate with their classmates. My co teacher and I chose the groupings and made sure we had higher-level students in the groups with our entering/emerging ELLs. In addition, we had a English proficient Spanish speaker in each group with the entering/emerging ELLs. Since there were many components to the project, the lower level ELLs were able to work on editing the video and/or collecting images for the print advertisement since this required little language. It also allowed the students to feel successful and be an active member of the class and their group.