

Celebration of Learning Experiences

June 6, 2014



Acknowledgements

The Learning Experiences in this document were made possible through NCLB Title III funding of the two Consortia in Nassau and Suffolk Counties, under the leadership of the Long Island Regional Bilingual Education Resource Network, in collaboration with the Models Schools Programs of Eastern, Western and Nassau County BOCES and Eastern Suffolk BOCES Student Data Services.

Table of Contents

Babylon Secondary - <i>Dreams for the Future</i> : Melody Wubbenhorst and Elizabeth Barry.....	3
Bayport-Blue Point Secondary - <i>ESL Literary Elements</i> : Joanne Rosche	5
Bellmore Elementary - <i>Virtual Class Trips</i> : Susan Bella	8
Bellmore-Merrick Secondary – <i>Causes of World War I</i> : Patricia Battaglia.....	11
Bethpage Elementary – <i>Ocean Ecosystems</i> : Keri Kearney.....	13
Bethpage Secondary – <i>Memory Book of Homophones</i> : Jillian De Napoli	16
Cold Spring Harbor Secondary – <i>Travel Guide around the United States</i> : Christine Copley	18
East Islip Elementary – <i>The Very Hungry Caterpillar</i> : Diane Chiofalo.....	23
East Islip Elementary – <i>Jan Brett Author Study and Story Elements</i> : Jenny O’Connell	27
Eastport Elementary – <i>Discovering the Gorgosaur</i> : Rokšana Kijko	28
Eastport-South Manor Elementary – <i>Animal Research Project</i> : Megan Burley	31
Eastport-South Manor Secondary - <i>The XXII Winter Olympic Games, Sochi, Russia</i> : Mihaela Kuhnle	35
East Rockaway Elementary – <i>From Here to There</i> : Melinda Best.....	39
East Williston Elementary – <i>My Personal Postcard</i> : Valerie Anderson Byrne.....	42
East Williston Secondary – <i>The Middle Ages</i> : Maria Slobodskoy	44
Hauppauge - District-wide (K-8) – <i>The Winter Olympics: A multimodal, multitechnological adventure</i> : Linda Katsiotas, Deborah Grossman, Kathleen Munter, Beverly Vandergoot.....	46
Island Park – Middle School – <i>Unique Hotels</i> : Shannon Reda	49
Island Trees Elementary – <i>Our Future</i> : Jennifer Anderson.....	57
Kings Park Elementary – <i>Early American Civilizations</i> : Rosa Ismail	59
Kings Park Middle School – <i>The Plant Life Cycle</i> : Liz Bellucci.....	72
Lynbrook Elementary – <i>Community Helpers in Our Neighborhood</i> : Evelyn Daza	81
Malverne Elementary – <i>Who am I Today?...Who Will I be Tomorrow?</i> : Fabiana Pereira	85
Manhasset Elementary – <i>Anansi and the Moss Covered Rock</i> : Lisa Greenwald, Adriana Marquez	88
Massapequa Elementary - <i>Author’s Purpose</i> : Lauren Kotler, Colleen Corrigan, and AnnMarie Giarratano.....	92
Mattituck-Cutchogue Secondary – <i>World and American History Project</i> : Denise Cheshire	94
Merrick Elementary - <i>Our Countries</i> : Christina Mongeluzzi	97
Miller Place Elementary - <i>Women’s History Month</i> : Diana Tufaro.....	99
Miller Place Secondary – <i>The Terracotta Warriors and the First Emperor of China</i> : Arlene Suarez	102
North Bellmore Elementary – <i>All about Me: Now and Later</i> : Randee Colter, Jennifer Fredrickson.....	106
Plainview-Old Bethpage Elementary – <i>America as the Land of Immigrants</i> : Susan Laviola	108
Port Jefferson Secondary – <i>Martin Luther King, Jr.: His Life and Mission</i> : Regina Paquette	109

Sayville Elementary - *Spring Writing: Class Book*: Maria Sheltz 113
Seaford Elementary – *When I Grow Up*: Anjana Mukerjea 115
Shoreham-Wading River Elementary – *What Else Did Thomas Edison Invent?:* Tricia McCabe 117
Three Village Elementary – *It Looked Like Spilt Milk*: Gail Dawkins 120
Three Village Elementary – *The Very Hungry Caterpillar*: Erin Brussee 124
Three Village Secondary - *Animal Communication in the News*: Monica Aston 127
Wantagh Elementary – *Main Idea and Details*: Marisa Evert 131
Westhampton Beach Secondary – *Genocide Research Project*: Monica Van Essendelft 134
West Islip K-12 – *The Civil Rights Movement*: Vanessa Cabrera (Elementary ESL Teacher) Monica Krawczyk
(Secondary ESL Teacher) 136

*These special words of thanks go out to all
of the ESL teachers who contributed their
time, creativity, and thought into
developing these lessons.
Without your hard work, this document
would not have been possible!*

Babylon Secondary - [Melody Wubbenhorst and Elizabeth Barry](#)

School: Babylon Jr./Sr. High School

Grade(s): 7 - 11

ESL Proficiency Level(s): Beginner, Intermediate, Advanced

Lesson/Unit Title: Dreams for the Future

Description of Prior Learning:

1. Students were introduced to the conditional tense "would" and completed practice exercises such as sentence completion, answering questions, forming questions.
2. Students completed a State Project. Students chose a state and researched its location, climate, places of interest. The students created a power point presentation and shared it with the class.

CCLS English Language Arts Standard(s): (required)
(L8.3, L8.4c, RL8.1, SL8.1d, SL8.2, SL8.5, W8.5)

CCLS Mathematics Standard(s): (if applicable)

CCLS Social Studies/Science Standards: (if applicable)

NYS ESL Standards: (required)

(Standard 1 - 11, 12; Standard 2 - 6,11,12; Standard 3 - 1, 3, 4, 6;
Standard 4 - 6)

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

1. Teacher asked students:
 - a. What are your plans for the future?
 - b. What do you want to be when you grow up?
 - c. Do you want to get married?
 - d. Would you like to have children?
 - e. Where would you like to live?
 - f. What kind of activities would you like to do in the future?
2. Students start to think about their future goals.
3. Students start their project by searching the internet for pictures that represent their dreams for the future.

4. Students write sentences to describe their future goals.
5. Students share sentences with each other and students do peer editing as well as teacher editing.
6. Students practice pronunciation by reading their sentences aloud to one another.
7. Teacher tapes the audio for each student individually on *Garage Band*.
8. Teacher downloads the *Garage Band* audio on to *Imovie*.
9. Students are brought to the *Mac Lab* and download their pictures on to *Imovie*. Students put their pictures in the order of their audio and adjust movie to audio timing.
10. Teacher connects all *imovies* to one movie.
11. Students create "5 intuitive questions" based on their *imovie* clip for students to answer to check for comprehension.
12. Teacher checks and collects intuitive questions and submits them in the order of student presentation in the *imovie*.

Materials:

1. Notebooks
2. Chromebooks
3. iPad
4. Mac computers

Software/Internet sources:

1. *Garage Band*
2. *iMovie*

Reflection:

This lesson incorporated all 4 language learning skills: listening, speaking, reading and writing. Students were highly engaged in using technology such as *Garage Band* and *imovie*. The lesson offered differentiated instruction because it was appropriate for beginners to write simple sentences to intermediate/advanced to express themselves using more complex sentence structure. The students had fun, they interacted with each other and it was interesting to find out that they are interested in doing in the future.

Bayport-Blue Point Secondary - Joanne Rosche

School: Bayport-Blue Point High School

Grade(s): 9-12

ESL Proficiency Level(s): Intermediate / Advanced / Transitional

Lesson/Unit Title: ESL Literary Elements

Description of Prior Learning: Students have gained a basic understanding of the following literary elements in the ESL classroom and in their regular / mainstream English classes.

Mastery Objective (Learning Outcome)

ESL Students will gain substantial knowledge of various literary elements/poetic devices (such as simile, metaphor, personification, foreshadowing and alliteration) in order to then be able to apply that knowledge in upcoming regular English and ESL class assignments. More specifically, Intermediate students will demonstrate mastery/will be able to identify at least 3/5 of the literary elements mentioned above (through today's class assessment activities). Advanced students will be able to identify those above plus at least an additional 3/5 literary elements reviewed today (such as irony, theme, imagery, hyperbole and onomatopoeia, through assessment activities).

CCLS Language Arts Standards: Reading: 11.RL.1, 11.RL.4, Writing: 11.W.2, 11.W.5, 11.W.8, 11.W.6 (Technology), Speaking and Listening: 11.SL.5, 11.SL.2, Language: 11.L.1, 11.L.2, Reading: Informational Text: 11.RITEACHER3

NYS ESL Standards: ESL 1.1, 1.2, 1.3, 1.5, 1.13; ESL 2.1, 2.2, 2.4, 2.6, 2.9; MST 2 (Information Systems), MST 2.IS1

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

1. Warm-up (Anticipatory Set): Practice a tongue twister with the class to teach/reinforce alliteration (ex: "She sells sea shells...")
2. Break students up into groups for next instructional activity. Reinforce literary elements through guided and independent practice. Use hand-out on poetic devices with both groups.
 - 2.a. Re-visit Encounter through its illustrations and words (with Fatima) that could be used for literary elements such as simile, metaphor, personification and foreshadowing. Read 1 line of text to illustrate/discuss with student
 - 2.b. Advanced students can work

cooperatively on a matching activity that coincides with a recent assignment in Husna's regular English class. Husna can help guide Eman with characterization piece (finding a character trait from recently read "The Gift of the Magi" by O. Henry and giving textual evidence to support this description). Husna can write her own characterization example and share with Eman.

3. Quick Writes: All students should write down particular learned examples of their literary elements from activity 2 on a separate piece of paper. They can be used for review and shared with the whole class later.
4. a. Direct one student in listening exercise on ESL iPods: "Literary Elements Found in Songs" (music, photos, text). This activity has been previously completed by Advanced students
4.b. Direct Advanced students in SMART Board Activity Crossword Puzzle for literary elements on which they can work cooperatively.
5. Culminating Assessment Activity: SMART Board Matching Activity: Students each choose a literary element to drag/match with its definition. Advanced students can complete a 2nd page with 5 additional literary elements listed.
6. Closure Activity: Share recently completed StoryKit Book created by ESL students on the ESL iPad. All students have created pages of their own on particular literary elements examples from illustrated literature. Pages include audio clips of these examples as well as definitions.

Follow-up assessment: Students will complete hard copy quizzes of literary elements SMART Board matching activities.

Follow-up #2: Flash cards activity using "Quizlet" on iPad with students.

Assessments:

Students will demonstrate what they have learned through their Quick Writes, correct answers on SMART Board Matching and Crossword Puzzle Activities, as well as in StoryKit Book pages created and follow-up literary elements hard copy quizzes.

Materials: ESL iPods, SMART Board, laptop, ESL iPad, Literary Elements/Poetic Devices hand-outs, Encounter by Jane Yolen, "Gift of the Magi" from Great American Stories 1, SMART Board matching and crossword puzzle activities and follow-up hard copy quizzes

Software/Internet sources: YouTube.com, SMART Board and SMART Notebook software for creating matching and crossword puzzle activities (Smart Notebook 11.0> Lesson Activity Toolkit 2.0> Activities> Key Word Match and Crossword), "StoryKit" App for ESL iPad

Reflection:

Students seemed highly interested and cognitively engaged in today's activities. Evidence of this was repeated active feedback from students throughout various activities of the lesson. The teacher asked often throughout lesson for terms, definitions and examples of literary elements and student answers were consistently appropriate. Active participation of students was evident during activities such as tongue twisters, review of terms from hand-out, student answers and explanations during matching/ characterization activity and SMART Board matching/crossword puzzle activities. Intermediate student repeated the term, put a thumb up and smiled during iPod listening activity. Advanced students interacted/worked well cooperatively on the paper matching activity as well as SMART Board crossword puzzle activity. All students effectively shared learned material on Quick Writes and on SMART Board matching assessment piece. They encouraged each other to volunteer and gave applause and compliments for correct answers. They seemed proud to show off their StoryKit entries to the principal during Closure.

Bellmore Elementary - Susan Bella

School: Shore Road School

Grade(s): 5th and 6th

ESL Proficiency Level(s): Beginner, Advanced

Lesson Title: Virtual Class Trips

Description of Prior Learning: This project is the end result of many lessons related to Ancient Egypt and the Lewis and Clark Expedition. The content of this project is in support of the classroom curriculum in the content areas of English Language Arts and Social Studies.

CCLS Language Arts Standard(s):

5th Grade

RS: Informational Text

RI. 5.4, 5.9

RS: Foundational Skills

RF.5.4

Writing

W.5.4, 5.5, 5.6, 5.7, 5.8

Speaking and Listening

SL.5.5

Language

L.5.4

6th Grade

RS: Informational Text

RI.6.4, 6.7

Writing

W.6.4, 6.5, 6.6, 6.7, 6.8

Speaking and Listening

SL.6.5

Language

L.6.4

NYS ESL Standards:

Intermediate Grades 5 and 6

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

Performance Indicators:

2,3,7,10,11,12,14,15

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

Performance Indicators:

1,2,3,4,5,6,7,8,10,12

Procedure:

Students created personalized postcards integrating their English Language Arts and Social Studies curriculums. The students chose historical figures, monuments, and in one case a plant to research. The 6th grade students researched Ancient Egypt, while the 5th grade students researched the Lewis and Clark Expedition. The students used books, magazines, and websites to do their research. Once the students chose their research materials, they highlighted important details and annotated relevant information they needed for their postcard.

When the students completed their handwritten postcards they used several apps to create their final postcard on the iPad. The students were given written directions to follow to create this project. They worked individually and in small groups.

1. Take a picture of the post card drawing.
2. Use Photo app to crop the picture.
3. Open Book Creator app, tap + to upload picture.
4. Go to Photo Card app and type postcard letter.
5. Add a stamp and stickers from bottom menu bar.
6. Take a picture of postcard and crop in photo app.
7. Go to Book Creator and upload picture.
8. Tap the i and you will see a bar of color. Tap the color bar and choose a color for background or create a custom color.
9. Tap the + to add text and sound.

Software/Internet sources:

Resources:

iPad Apps

Camera

Photo

Photo Card

Book Creator
iBook

Websites

Worldbookonline.com
Brainpop.com
Brainpopjr.com
Discovereducation.com

Materials:

iPad
colored pictures

Magazine
Kids Discover

Textbook
World Explorer, The Ancient World

Guided Reading Series
Houghton Mifflin-Journeys Vocabulary Readers

Reflection: This was a meaningful project that had a focus and purpose. Social Studies curriculum and ELA skills and strategies were taught, reviewed, and implemented. The students were creative, engaged, and had fun.

Bellmore-Merrick Secondary - Patricia Battaglia

School: Merrick Avenue Middle School

Grade: 8

ESL Proficiency Level(s): Advanced - Beginner

Lesson Title: Causes of World War I

Description of Prior Learning: Students have been learning about American history as part of the 8th grade social studies curriculum.

CCLS - Language Arts -

RI 8.4 - Determine the meaning of words and phrases as they are used in a text.

W8.8 - Gather relevant information from multiple print and digital sources.

L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

CCLS Social Studies -

RH.6-8.7 - Integrate visual information with other information in print and digital texts.

WHST.6-8.2 - Write informative/explanatory texts, including the narration of historical events.

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

Intermediate Performance Indicators - PI 2,7,9

Procedure - Students will use the acronym MANIA, which was introduced in the social studies classes, to investigate the various vocabulary words that are used to further the understanding of the events that led to the beginning of World War I.

Causes of World War I

Students will also investigate various vocabulary words that are associated with WWI. Students will use a dictionary and social studies textbooks to find the meaning of the words and then use the internet to find graphics that illustrate the definition.

Materials: American history textbooks, dictionary, iPad

Software/Internet sources: iPad, apps - Book Creator, Learners Dictionary, Google images

Reflection: The students enjoyed using the iPad and were excited to be able to use the app to record what they wrote. Using the various graphics led to a deeper understanding of the meaning of these vocabulary words. The students will come across these words again in future American and world history classes. Hopefully, the students will have a better recall of the meanings of these content vocabulary words as a result of working on this project.

Bethpage Elementary - Keri Kearney

School: Central Boulevard Elementary, Bethpage

Grade: 3

Proficiency Levels: Beginner (1) and Advanced (3)

Unit/Lesson Title: Ocean Ecosystems

Description of Prior Learning:

Students have been exploring biodiversity in the natural world through fiction, literary nonfiction and several media formats. They are working collaboratively to acquire content-specific vocabulary and generate relevant questions and conclusions about organisms that inhabit the world's ocean ecosystems. Learners are conducting individual research to develop generalizations about marine organisms' structures and characteristics. Some of these organisms include invertebrates like octopuses, sea cucumbers, and jellyfish, and vertebrates such as dolphins, fish, and whales.

Common Core Learning Standards for ELA & Literacy, K-12:

- [CCRA.R.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.
- [CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.
- [CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- [CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCRA.SL.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CCRA.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.
- [CCRA.SL.6](#) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- [CCRA.L.6](#) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

Common Core Learning Standards for ELA & Science/Anchor Standards for Reading K-5:

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
8. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

New York State Learning Standards for English as a Second Language:

- NYS ESL Learning Standard 1: Students will listen, speak, read and write in English for information and understanding.
- NYS ESL Learning Standard 2: Students will listen, speak, read and write in English for literary response, enjoyment, and expression.
- NYS ESL Learning Standard 3: Students will listen, speak, read and write in English for critical analysis and evaluation.
- NYS ESL Learning Standard 4: Students will listen, speak, read and write in English for classroom and social interaction.

Procedure: This is a multi-day unit.

Day One: Building Background Knowledge and Vocabulary

Students will explore organisms that live in the ocean by navigating their "Flashcards" board on Bitsboard. After they are familiar with the names and images of these terms, students may work in pairs to test their knowledge using any of the Game Boards.

Day Two: Review and Research Introduction

As a group, we will review ocean organisms and vocabulary using a matching activity in Smart Notebook. Students will speak about what they already know about each organism and comment on certain features, like body structure, habitat, how and what it eats, and protection from predators.

The teacher will introduce and explain the research activity: students will choose an ocean organism that they want to learn more about and conduct individual research using non-narrative nonfiction, the Internet, media clips and narrative fiction. Students will organize and map their research by creating graphic organizers on their iPads using the Popplet Lite app. Finally, students will use the Book Creator app to generate colorful, visually appealing presentations about their organism and share with the group.

Days Three, Four, and Five: Research and Collaborative Discussion

Students will rotate between learning stations (Chromebook, informational texts, iPads) to conduct individual research on their chosen organism. They will use Popplet to record and

organize their research into six or seven categories: Protection, Predators, Habitat, What it Eats, How it Eats, Movement, and Interesting Features.

Days Six, Seven and Eight: Book Creator

Students will use Book Creator to organize and present their research findings from their Popplet organizers. I will show a completed example and model how to use Book Creator.

Students will be encouraged to make their presentation visually appealing and fun!

Days Nine and Ten: Presentation of Ocean Organisms

Students will have time to practice their presentations before sharing with the group. We will leave time for a question-and-answer session as each student acts as a "specialist" on his or her chosen organism.

Materials:

- ✓ iPads
- ✓ Apps: Bitsboard Pro, Popplet Lite, Book Creator
- ✓ *Commotion in the Ocean* by Giles Andreae and David Wojtowycz
- ✓ *Over in the Ocean: In a Coral Reef* by Marianne Berkes
- ✓ *A House for Hermit Crab* by Eric Carle
- ✓ *The Usborne Internet-Linked First Encyclopedia of Seas & Oceans* by Ben Denne
- ✓ *Coral Reef Animals* by Francine Galko
- ✓ *Oceans* by Susan H. Gray
- ✓ *Coral Reefs* by Sydnie Meltzer
- ✓ Smart Notebook
- ✓ Pencils and paper

Software/Internet Sources:

- ✓ www.usborne-quicklinks.com
- ✓ www.discoveryeducation.com

Reflection:

Learners are reading, writing, listening and speaking throughout this unit as they navigate informational texts and media. The culminating activity allows English Language Learners to present their findings to a group of their peers and listen to others' research as well. The use of graphic organizers and structured sentence frames provide additional levels of support for learners with varying needs.

Bethpage Secondary - Jillian De Napoli

School: Bethpage High School

Grades: 9-12

ESL Proficiency Levels: Beginners, Intermediate, and Advanced

Lesson Title: Memory Book of Homophones

Description of Prior Learning: Students have been building their vocabulary by learning various homophones and their meanings throughout the unit.

CCLS Language Arts Standards:

- 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 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, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Reading Literature.9-10.4: Determine the meaning of words and phrases as they are used in the text.
- Language.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Language.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

NYS ESL Standards:

- New York State ESL Learning Standard 1: Students will listen, speak, read and write in English for information and understanding.
- New York State ESL Learning Standard 2: Students will listen, speak, read and write in English for literary response, enjoyment, and expression.
- New York State ESL Learning Standard 4: Students will listen, speak, read and write in English for classroom and social interaction.

Procedure: This multi-day lesson is part of a larger unit on homophones. Students were introduced to unit vocabulary. They were given words with pictures and labels and completed various supportive and interactive Smart Board activities.

- Teacher Read Aloud: Dear Deer by Gene Barretta. Discuss the meaning of each homophone used in the text.
- The students will use a graphic organizer to brainstorm homophones and vocabulary that they could relate to. They have lists of homophones discussed throughout the unit to refer back to. The students will each write sentences about their school year using two sets of homophones to include in a class Memory Book of Homophones.
- Students will use the iPads to search for images that relate to their writing and crop them to use in another application. They can also use the iPad to take photographs to include in our class book.
- After, the students will import their images into the Oil Painting app to alter their pictures to have an oil painting effect. Model to students how to use each application and give examples and step by step procedures.
- Lastly, the students will use the Book Creator app to type their sentences, insert their images, and record their voices. Beginners will be given sentence frames for additional support. The students will continue to make their pages unique by changing the style of the font and color schemes.
- Each student will share their contribution to our Memory Book of Homophones with the class.

Materials: Dear Deer by Gene Barretta, Smart Board, iPads, graphic organizers, pencils

Software/Internet sources:

- iPad applications: Book Creator, Oil Painting
- Google images

Reflection: The students were able to develop an understanding of homophones and clarify misconceptions about words that sound the same in English but have different spellings and meanings. The students used images, graphic organizers, and vocabulary activities to increase their understanding of homophones. They greatly enjoyed creating their own clever sentences that they could connect to, contributing to a class book on the iPad, and hearing their classmates' writing. It was wonderful to have all of my students share their different experiences and memories of the 2014 school year while building their vocabulary. This class book will help them to remember various homophones.

Cold Spring Harbor Secondary - Christine Copley

School: Cold Spring Harbor High School

Grade(s):9-12

ESL Proficiency Level(s): Intermediate and Advanced (However, this could be modified for Beginners)

Lesson/Unit Title: Travel Guide around The United States

Description of Prior Learning: The students have learned about some popular cultural aspects of the United States including origins of special dishes like Buffalo wings. They've watched clips of some travel shows that highlight culture, history and food of particular places in the U.S.

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

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.9-10.2.a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.9-10.2.b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.9-10.2.c

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.9-10.2.d

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-Literacy.W.9-10.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Presentation of Knowledge and Ideas:

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.)

NYS ESL Standards:

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

PI: 1, 2, 5, 6, 7, 9, 11, 12, 15

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

PI: 1, 4, 6, 8

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

PI: 2,3,7,9,12

Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

PI:2,4,6

Procedure:

What the Teacher Does	What the Students Do
-----------------------	----------------------

<ul style="list-style-type: none"> • The teacher tells the students that they will be starting a project about a place. They will take pictures and gather information to eventually make a little movie to persuade people to visit this place. • The teacher takes a survey of the class and asks where students will be going over the break. The teacher then creates a scavenger hunt based on where students are going. • When students return, the teacher downloads all pictures and videos onto the iPad. She corrects their writing and asks students to write an introduction and conclusion keeping in mind that they want to persuade their audience to come to this place. • Teacher monitors everyone's work and helps students to fix certain aspects of the project. • The teacher will grade their final project with a rubric. They will be graded on visuals, content, usage, speech quality, and how well they persuaded the audience. 	<ul style="list-style-type: none"> • The students learn that they will be making a travel video based on where they go for the school break. Most students will be staying home. • They are given a list of possible places to visit by their teacher. They are free to choose different places if they wish that are historical, and, or cultural in nature. • During their break, students take pictures and videos of the places they visit. They have to gather and write about what they learned about each place. • When students return, they email their pictures and videos to their teacher and hand in their information about each place. • Students will choose an audience that they would like to create the video for. They will write an introduction and conclusion and try to persuade people to come to this place. Most of my students chose teenagers not from the U.S. as their audience. • Students create their 5 minute or less movie on iMovie on the iPad. They add their narration and music. • Students show their video to the rest of the class and discuss what they liked and disliked about the videos and places they reported about. • They will be graded on a rubric.
--	--

Materials: iPads, camera or phone that takes pictures,

Software/Internet sources: iMovie, <http://www.travelchannel.com/>

Reflection: It was difficult to work on this project using only one iPad. It was easier for one of my students to bring in his own iPad, so that we had 2 people work on the project at the same time. In the future, I might have students use computers to create their videos if there are not enough iPads to be used.

Name: _____

Date: _____

Long Island/ New York City Project

In this project, you will go on a scavenger hunt of your choice in New York. You might have to ask people where to find certain things. Try to find as many items on the list. Take a picture of these items preferably with you in the pictures and/or a family member or friend. You can take short videos less than one minute in length and talk about the item in the videos. Research each place and take notes on it. Give the names of these things, and tell where you found them, and or interesting facts about them. You can also give your opinion and tell us a short personal story. Check off the things on the list when you've finished researching them. You can also add to the list. Good Luck! Have a great time!!

_____ a museum

_____ a park

_____ a beach

_____ a statue

_____ a store/ shopping area

_____ a historic place or landmark

_____ a restaurant

_____ any place of interest

Add to the list!

Name: _____ Date: _____

Washington D.C. Project

In this project, you will go on a scavenger hunt in Washington D.C. You might have to ask people where to find certain things. Try to find as many items on the list. Take a picture of these items preferably with you in the pictures and/or a family member or friend. You can take short videos less than one minute in length and talk about the item in the videos. Take some notes about each place. Give the names of these things, and tell where you found them, and or interesting facts about them. You can also give your opinion and tell us a short personal story. You can also add to the list. Good Luck! Have a great time!

- _____ a statue of Abraham Lincoln
- _____ The Declaration of Independence
- _____ a statue of Albert Einstein
- _____ a tulip
- _____ a cherry blossom
- _____ a lighter camera
- _____ a lipstick pistol
- _____ 007's car
- _____ a tall building that looks like a pencil
- _____ the theater where Lincoln was assassinated
- _____ the place where the president lives
- _____ a Vermeer painting
- _____ dinosaur bones
- _____ an interesting news story from the past or present.

You can add more on the other side!

East Islip Elementary - Diane Chiofalo

School: JFK Elementary

Grade(s): K, 1

ESL Proficiency Level(s): Intermediate and Advanced

Lesson/Unit Title: The Very Hungry Caterpillar

Student will review the days of the week and order of events by reading *The Very Hungry Caterpillar* and creating their own book.

Objectives:

1. Sequence story events and days of the week, according to the book *The Very Hungry Caterpillar*.
2. Individually demonstrate comprehension by retelling *The Very Hungry Caterpillar* story through an individually created sequence sheets and books.
3. Students will understand animal life cycles.

Materials:

- *The Very Hungry Caterpillar*, by Eric Carle
- Sentence Strips with book summary
- Book illustrations
- Student Booklet

Card stock circles divided into quadrants

- Crayons, scissors, glue

Description of Prior Learning: Students have been learning the Days of the Week and Months of the Year since September. They practice singing 'The Days of the Week' to the tune of 'The Addams Family' theme song, while snapping their fingers. They have learned movements for 'Months of the Year' to match the Song-"Macarena Months."

CCLS Mathematics Standard(s): K.CC Know number names and the count sequence.

4.Understand the relationship between numbers and quantities.

CCLS Science Standards: 3. Individual organisms and species change over time.

CCLS English Language Arts Standard(s):

NYS ESL Standards: (required) Standards:

- K-R1.5— Begin identifying the title and author of a text.
- K-R1.6—Demonstrate the ability to retell stories.
- K-R1.7—Continue recalling details in texts read aloud.
- K-R1.11—Respond to texts through graphic art.
- K-R2.1—Identify characters and settings in a story.
- K-RS3.1—Organize and classifying information by constructing categories.

Procedures:

I. Have students sit together on the floor in a group. Stimulate discussion by asking questions relevant to the topic and class activities. For example:

1. Does everyone remember how we use our calendar in class each morning so we know what month it is, what day of the week it is and what the date is? Who knows what the days of the week are? What day of the week is today?
2. Do you think that each day we do things in an order? (Get up in the morning, brush our teeth, eat breakfast, etc.
3. Who can tell us what order they did things in today? What happens in this classroom each day we come in to school?
4. Do you think that everyone has an order to how they do some things each day? What about animals? Do they have an order? What do you think a caterpillar does each day? What types of food do you think they eat each day? Do you think they have breakfast, snack, lunch and dinner like we do?
5. Do you notice how humans change over time. Describe the human life cycle in terms K-1 can understand.

II. Tell students that today they are going to learn more about the days of the week by reading about a very special caterpillar and his order of events during the week. Show the students the book, preview each page together and ask them questions about what they think is going to happen in the story. Read the story and discuss what happened to the caterpillar on each day, focusing specifically on what he ate.

1. After discussing the book ask students if they know a good definition for the word order. Discuss the words first, second, last etc. and what the order of the book was.
2. The teacher will then read each sentence strip out loud and out of order. They will then be distributed to a student as well as the illustrations that go with it. We will re-read the story and after each event, the teacher will request the correct sentence strip and illustration be brought up and displayed in the correct order.
3. Read the display over again to the students and reinforce the sequence of events.

4. Show the students the student book that the teacher created. Explain that each of the students will be able to create a storybook as well. Each student will become an illustrator of his or her very own *The Very Hungry Caterpillar* book.

a. Students will be seated at the table in front of a booklet. Scissors and glue will be provided first. Student will cut the page of days and food into sections and glue it onto the appropriate page (emphasize order again.)

b. The teacher will then read the book page by page and provide a few minutes for students to illustrate each page.

Students will learn about the life cycle of a butterfly. They teacher and children watched 'National Geographic' Life cycles. The teacher used the I-Pad and the app 'Downloader' to download a lovely You-Tube video depicting the life cycle of a butterfly.

Students will use cut out circles which are divided into quadrants to create their own 3-D butterfly life cycle. They used Craft- colored pieces shaped like the different stages of the butterfly.

Accommodations and modifications: Visual learners will be stimulated by various colors used and visual display of sequences. Auditory learners will be stimulated by a story read aloud and class discussions. Kinesthetic learners will be able to illustrate their own booklet. Additionally, they will have the experience of using 3-dimensional manipulatives to create their life-cycle wheels.

Technology: The teacher used the computer to create booklet. Teacher also used i-pad to create presentation.

Students will create Post-cards depicting their favorite stage of the Life cycle of a butterfly using 'Photo-card creator' "App" purchased by BOCES.

Assessments: The teacher will continuously monitor the students while they are completing the sequencing activity. Teacher will also monitor participation during group discussions. Books created during evaluation activity will also allow teacher to assess students individual ability through a story retelling sheet (adapted from retelling sheet created by L.M Morrow) and decide on follow up activities.

Software/Internet sources:

~ [The Very Hungry Caterpillar](#) read aloud on Eric Carle website.

~I Movie App

~Photocard App

Reflection: With repeated practice, varying input and rigorous expectations, students really do acquire the language and writing skills necessary to succeed. The Mindset of success also complements the above.

East Islip Elementary - Jenny O'Connell

School: Ruth C. Kinney Elementary and Timber Point Elementary

Grades: K-5

ESL Proficiency Levels: beginning, intermediate, and advanced

Lesson/Unit Title: Jan Brett Author Study and story elements (problem/solution and beginning, middle, end of text), favorite part of texts, use of text evidence, and descriptive paragraph writing.

Description of Prior Learning: Students listened to the following Jan Brett Read Alouds: Gingerbread Baby, The Mitten, Gingerbread Friends, and The Wild Christmas Reindeer.

CCLS English Language Arts Standards: k.rl.1,

k.rl.3,k.rl.10,k.w.3,k.l.1,k.l.2,1.rl.1,1.rl.3,1.w.3,1.l.1,1.l.2,2.rl.3,2.w.3,2.l.1,2.l.2,3.rl.3,3.w.4,3.w.5,3.l.1,3.l.2,3.l.3,4.rl.3,4.rl.4,4.4.w.4,5.rl.2,5.w.3,5.w.4,5.l.1,5.l.2,5.l.

Procedure: Kindergarten: We brainstormed ideas on chart paper and then wrote and illustrated our favorite part of the text Gingerbread Baby.

1st grade: Use text evidence to find the problem/solution from the text Gingerbread Baby.

2nd grade: Write descriptively about the central character Teeka from the text The Wild Christmas Reindeer. Text evidence was used to find these adjectives throughout the text.

3rd grade: Use text evidence to find the problem/solution from the text Gingerbread Baby.

4th and 5th grade: Cite three pieces of text evidence to find the problem/solution in the text The Wild Christmas Reindeer. Students also summarized this text by writing and illustrating the beginning, middle, and end of the text.

Materials: Jan Brett books: Gingerbread Baby, The Mitten, Gingerbread Friends, and The Wild Christmas Reindeer, grade leveled graphic organizers, construction paper, glitter, buttons, yarn, glue, colored pencils, computer, white board, dry erase markers.

Software/Internet Sources: Story specific graphic organizers were used from teacherspayteachers.com. Students also were able to listen to author Jan Brett read some of the texts herself via you tube.

Reflection: After all of my students' hard work throughout this author study, they created their own gingerbread baby. We traced a gingerbread stencil, and then used various craft products, such as yarn, glitter, and buttons to form our own gingerbread creations. Each grade level also chose which Jan Brett text they wanted to write about via a class vote.

Eastport Elementary - Roksana Kijko

School: Eastport Elementary School

Grade(s): 3-4

ESL Proficiency Level(s): Beginner, Intermediate, Advance

Lesson/Unit Title: Discovering the Gorgosaur

Description of Prior Learning:

- Teacher pretaught the specific - domain vocabulary.
- Students were introduced to comprehension skill: Main idea and Supporting details.
- Teacher reviewed that many books are usually about one topic and that the topic is often the title of the book.
- Teacher directed students to the table of contents and explained that each section in this informational book contains a main idea and details about the main idea.
- Teacher incorporated text-based scaffolding so that students learn to read complex texts independently.
- Students read the book and completed a main-idea and supporting details graphic organizer.
- Students highlighted their evidence in the text.
- Students share the information with their classmates.

CCLS English Language Arts Standard(s):

- **W 3.7 Writing: Research to build and present knowledge:** Conduct short research projects that build knowledge about a topic.
- **W 3.4: Writing: Production and Distribution of Writing:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

NYS ESL Standards:

1. **Standard 3:** Students will listen, speak, read, and write in English for critical analysis and evaluation.
 - **Performance Indicator 1:** Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support (L, S, R, W).

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

- **Performance Indicator 1:** Identify and use reading and listening strategies to make text comprehensible and meaningful (L,R).

Learning Objective: SWBAT create a storybook for younger children using the Bookcreator App.

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

- TW ask students what they know about what scientists do.
- TW ask them if they think being a scientist would be an interesting profession.
- SW be introduced to a webquest located on the teacher website:
<https://sites.google.com/site/mskijkoseslclass/>
 - <http://www.childrensmuseum.org/themuseum/dinosphere/webquests/gorgo/index.htm>
- SW need to sort through clues, draw conclusions, and solve the mystery.
- SW need to look for evidence to support their findings.
- SW have to make sure that they are checking what they are finding with known scientific facts.
- SW complete process #1. SW read clue #1: *What does the brain do?, What do teeth do?, What does the leg do?* with teacher's guidance.
- SW have a discussion as a group.
- SW complete process #2. SW read clue #2: *Brain injury, Teeth, Femur, Fibula.*
- SW complete process #3. SW think of what they have researched.
- SW read the facts and decide if the fact has to do with how the gorgosaurus moved, how she ate, or how she defended herself.
- SW complete process #4. SW decide the order the injuries happened and why they happened.
- SW list the three injuries in order and identify two facts about it.
- SW use the outline to help them write the storybook.
- SW review parts of a story such as, the setting, main characters, plot (conflict, events, solution - if there's one).
- SW tell about the injuries of the dinosaur and how they happened to her.
- SW work as a group and create a storybook for younger children using Bookcreator app.
- SW take turns typing using the Bookcreator app.
- SW add photos from the teacher's album.
- SW take turns recording their voice using the speaker portion of the app.
- SW write their reflection.
- SW present the book.

- The book will be displayed on the bulletin board for others to see, as well.

Materials: Computers, iPad, 'What Happened to the Gorgosaur?' Process #1&2 worksheet, Process #3 worksheet, Process #4 worksheet: Outline, pencils, high lighters, magnifying glass.

Software/Internet sources: iPad, Bookcreator app., Smart Board, webquest located on the teacher website: <https://sites.google.com/site/mskijkoseslclass/>

- <http://www.childrensmuseum.org/themuseum/dinosphere/webquests/gorgo/index.htm>

Other References: National Geographic News, MSNBC News, Daily Times, Discover, Enchanted Learning.

Reflection:

Certainly, teaching is a golden profession mainly because it creates and shapes lives. Seeing my students succeed puts a smile on my face daily.

My students were engaged by the topic and the webquest. They enjoyed researching and learning new facts about the dinosaurs. At the end of researching they were able to state how the injuries affected the life of the gorgosaur. The webquest was appropriate for my students, however I had to modify few things. They did need my assistance with reading certain sections. I also made sure I checked for students' understanding. Overall, I think the project went really well.

Eastport-South Manor Elementary - Megan Burley

School: Tuttle Avenue School/ Eastport-South Manor Central School District

Grade(s): First Grade

ESL Proficiency Level(s): Intermediate and Advanced

Lesson/Unit Title: Animal Research Project (2-3 Week Unit)

Description of Prior Learning:

- Students have put information from reading into a graphic organizer.
- Students have learned about the needs of animals, have learned content vocabulary of which they will come across in the project, such as "habitat" and "diet"
- S know the meaning of endangered and extinct, and some causes as to why animals become endangered and extinct.
- Students have read informational books, and know some features of informational books, such as headings and labels
- Students have used QR codes to check their answers on worksheets

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

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

Writing Standard 7. Participate in shared research and writing projects

NYS ESL Standards: (required):

Standard 1, Performance Indicator 2: View, listen to, read, gather, organize, and discuss information from various sources.

Procedure (What the Teacher Does & What the Students Do): T= teacher, S= students

Day 1: Using the Smart Board, T will introduce the lesson by taking the students on a virtual field trip to the San Diego Zoo. First, S will observe a map of the U.S.A. and see where San Diego is compared to Eastport, New York.

S will then explore the San Diego Zoo website, and watch the live feed of animals at the zoo.

Day 2: Introduction to using QR codes for research: T will review how to use the iPad to scan a QR code which brings the T to a website. T will explain that QR codes can be used to conduct research in this way. The class will use the QR codes to discover two webpages (one on the San Diego Zoo website and one on the National Geographic Kids website) about Orangutans.

Collectively, the class will find information about Orangutans and fill in a large graphic organizer

on the Smart Board about what they look like, what they eat, where they live, and "other information" which specifically has a line for the "endangered status" of the animal.

Day 3: S will use their iPads to scan QR codes to find out which animal they will research individually (all S research animals that have a "Live Cam" at the zoo). S will explore the two webpages about their animals by observing pictures, watching the Live Cam, watching videos, and reading the text. T will give much guidance to those students with lower English proficiency levels. **Days 4:** SW review the meaning of "endangered" and "extinct" and reasons why animals become this way by watching Brain Pop Jr. Video "Extinct and Endangered Species." S will do a Smart Board activity from Smart Exchange called "Extinct and Endangered Animals." S will then go to the National Geographic Kids website to find out what their animal's endangered status is, and write it in the "other information" part of their graphic organizer.

Day 5-7: S will write information about their animal in their graphic organizers.

Day 8: S will visit the school library and take out 1-2 books about their animal. S will understand that we can gather information from multiple sources when conducting research. S will read their books and add information to their graphic organizers.

Day 9-11: S will make a cover to their informational book about their animal. T will model how to put information from a graphic organizer into full sentences using the graphic organizer about Orangutans. S will copy each subtitle from the graphic organizer on to the top of a piece of writing paper. S will write full sentences about their animal under each subtitle and illustrate. S will use labeling in their pictures.

Day 12: Publishing: When S have completed their informational books, the T will type and print the information. S will assist in finding photographs about their animal and printing them. S will cut and paste the pictures and text to create a research cube about their animal. One side of the cube will be "Resources" where S will cut and paste their QR codes that link to the websites, as well as paste the names of the books they used for their research.

Day 13: Present: S will present their research to the class. S will be able to ask and answer questions during each presentation.

Materials:

- *iPad
- *QR codes printed on paper
- *graphic organizer
- *construction paper
- *printer
- *library books about chosen animals
- *Smart Board review lesson

Software/Internet sources:

- *National Geographic Kids website: <http://kids.nationalgeographic.com/>
- *The San Diego Zoo website: <http://zoo.sandiegozoo.org/>

*QR Code Monkey: <http://www.qrcode-monkey.com/>

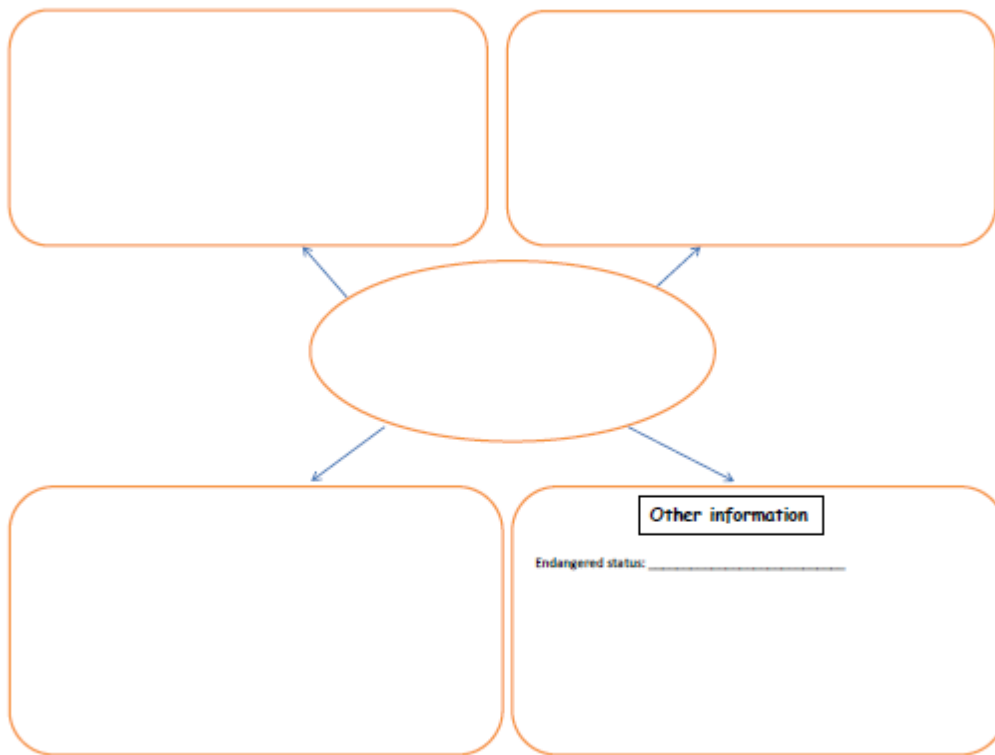
* Smart Exchange: <http://exchange.smarttech.com/index.html#tab=0>

Other References:

QR Code information received from fellow teacher, Meredith Kramer

Reflection:

This unit required a lot of time and scaffolding. The students needed guidance step by step. This unit could easily take four weeks depending on the levels of the students involved.



QR Codes

What are they?

QR codes are like barcodes. They are little black and white squares that contain a lot of data. When you scan them on your device (Smartphone, tablet) you can be brought to a number of things such as text, websites, a video, etc...

How do I scan the QR codes?

You need to download the app called “QRReader” onto your Smartphone or tablet. Open the app, and scan the QR code.

How do I create my own QR code?

You can visit the following websites to create your own code:

<http://www.qrcode-monkey.com/>

<http://qrcode.kaywa.com/dashboard/>

<http://createqr.com/>
<http://www.qrstuff.com/>
<http://qrvoice.net/>

You will have a choice to make the QR code link to a URL, text, email, phone number, etc...

Once you create a code, you can copy and paste it onto a word document and print it out for your students to scan.

Eastport-South Manor Secondary - [Mihaela Kuhnle](#)

School: Eastport South-Manor High School

Grade(s): 9-11

ESL Proficiency Level(s): B, I, A

Lesson/Unit Title: The XXII Winter Olympic Games, Sochi, Russia

Description of Prior Learning: This was a Multi Media Project using the Windows Movie Maker Software. Prior to the actual work in the computer lab, students had the opportunity to learn about the history of the Ancient and Modern Olympic Games. This learning extended into the Sochi Winter Olympic Games, and culminated with a project that focused on a winter sport of their choice.

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

[CCSS.ELA-LITERACY.L.9-10.1](#)

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

[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.L.9-10.6](#)

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCLS Mathematics Standard(s): N/A

CCLS Social Studies/Science Standards:

CCSS.ELA-LITERACY.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.

NYS ESL Standards:

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

Performance indicators: 1, 2, 3, 7, 12, 14

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

Performance indicators: 4, 6, 8, 9

Standard 5: Students will demonstrate cross-cultural knowledge and understanding

Performance indicators: 3, 6.

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

What the Teacher Does	What the Students Do
<ul style="list-style-type: none">➤ Creates a winter sport daily template for vocabulary development➤ Brings in realia: skates, hockey stick; puck; medals➤ Provides web links and step by step guidance in using new software➤ creates daily to do lists➤ Enhances students' learning experience with personal experiences, images and video clips, and short articles or stories.➤ shows self- created examples, so that students can have a visual of what they are expected to produce➤ models note-taking skills➤ emphasizes work organization and pacing➤ provides daily feedback to students on their progress➤ converts videos to WMM accepted formats➤ helps individual students with editing video, sound, and creating new slide formats➤ evaluates student effort, level of	<ul style="list-style-type: none">➤ Match new vocabulary with pictures; express orally opinions, or contribute information on the topic of discussion; ask questions for clarification➤ Read, collect, and organize ideas➤ Answer reading comprehension questions➤ Take side notes, and practice skimming and scanning for information➤ Discuss what they have learned➤ write daily journals➤ complete reading comprehension winter sports cards➤ Help each other, particularly with software specific tasks like inserting pictures, sound, video, creating background and page layouts➤ Self-evaluate – teacher provided rubric➤ Present final product➤ Evaluate peers – teacher provided rubric

Time Required: 2-3 weeks

- Planning: I tweaked some of my previous plans, so the layout of the project was slightly different. I organized and created my daily to do lists in 2 days.
- Work in the classroom: building background knowledge 1 week (reading and discussing the Ancient and Modern Olympics +video clip)
- Work in the computer lab: 8 days (daily to do list)
- Daily homework: read sport information card and write a journal entry
- Presentation: 2 days
- Assessment: Project Rubric, student journals, reading comprehension cards with questions.

Project Slides:

1. Title and name
2. Russia flag, map, and basic facts
3. Sochi, map, and basic facts
4. Olympic Rings- symbolism
5. Olympic Venues (Alpine Cluster/Coastal Cluster)
6. Olympic Sport info
7. Olympian bio notes
8. Olympian Interview Questions
9. New Vocabulary
10. Video clip
11. Works Cited
12. Credits

Materials:

- Winter Sports cards - Reading Comprehension
- Ancient Olympics - Reading Comprehension and video
- Modern Olympics - Reading Comprehension handout
- Daily Journal Template
- Reading Cards with comprehension questions

Software/Internet sources:

Windows Movie Maker

<http://www.olympic.org/ancient-olympic-games>

<http://www.ancientgreece.com/s/Olympics/>

http://members.abcteach.com/cmd/track_content.php?id=11336

<http://www.esl-library.com/pdf/lessons/76.type1.pdf>

<http://iesmdcaceres.juntaextremadura.net/pilarotano/reading/olympics.pdf>
http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/
<http://www.readinga-z.com/book-related-resources/theme-news-packs/winter-olympics/>
<http://www.readinga-z.com/projectable/book.php?id=1356&lang=1&type=book>

Reflection: This is the third time I have done a learning experience on the Winter Olympics and the second time I used Windows Movie Maker. It has been a very enriching experience, and it took half the time compared to my previous attempts. The project had a week for laying out the background information, and 8 days in the computer lab. to put it all together. Presentations took two days to complete. There were very few computer glitches, as we were able to use the upgraded version of the software, which is much more user friendly than the previous one. Although most of the students have never worked in WMM, the daily To do lists were easy to follow and implement. Probably the highlight of the whole project was to see the students' faces watching their finished product. The reflective journals they wrote at the conclusion of the project were a good gauge as to how valuable this experience has been for them.

East Rockaway Elementary - [Melinda Best](#)

School: Centre Ave School - East Rockaway

Grade: 4

Proficiency level: Advanced

Unit Title: From Here to There

Objective: Given model read of the Here to There narrative, discussion, web graphic organizers on the SmartBoard, and paragraph frames students will write a narrative about their past, present and future life detailing what they would like their future to be like. Student will record audio of their narratives and support their writing with illustrations. Students will create appropriate questions about their essays.

Description of Prior Learning: Prior to this unit students have learned and written narratives. They have also learned strategies on how to answer questions that require them to infer. Students have used web graphic organizers to plan writing. Students have learned what narrative writing is.

Common Core Learning Standards:

W.4.3

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

W.4.5

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

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 keyboarding skills to type a minimum of one page in a single sitting.

SL4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

L.4.1

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

L.4.2.

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

L.4.3.

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

NYS ESL Standards:

STANDARD 1:

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

Performance Indicators: 1,2,3,8,11,12

STANDARD 3:

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

Performance Indicators: 4

Materials:

Model narrative of *Here to There*, web graphic organizers on the smart board, paragraph frame graphic organizers, iPad, computer, SmartBoard

Software: Smart notebook, Book Creator

Procedure:

Vocabulary lesson:

- Introduce each of the following vocabulary words. Ask them to locate each of the words in the model narrative. (Immigrate, culture, climate, transition, adapt)
- Have students use the context clues to guess meaning. Students should verify the meaning by looking up the word in the dictionary.
- Write the definitions of the words in their notebooks and use them in a sentence.
- *Reading/Writing*
- Ask the essential question "How has your past and present life made you think about your future?"
- Explain that we will be writing a narrative about their lives and using the iPad to compile a book with illustrations and audio recordings
- Conduct a close read of the model of the *Here to There* essay on the iPad
- Using web graphic organizer as an example, model to the students how you would complete each web to generate details on to use in writing the paragraphs on your own past, present and future.
- Ask students to complete their own webs
- Review the purpose of a topic and concluding sentence and model writing one of each for one of the paragraphs.
- Using the 3 paragraph graphic organizers, explain to students they will need to write a topic sentence, at least 3 detail sentences, and a concluding sentence for their past, present and future.
- Review that they should use different sentence structure.
- Use the completed paragraph graphic organizers to write a three paragraph essay.
- Peer edit the essays.
- Type the text into Book Creator.

- Ask the students to illustrate each page (past, present, or future) giving them the choice of using photographs, finding internet pictures, using a graphic program to create pictures, or draw their own.
- Record the students reading their books.
- Explain to the students that now they will be the teacher. They will create comprehension questions about their essays (1 literal, 1 compare contrast, 2 inference, 1 cause and effect). Review the questions given in the model narrative for examples.
- Ask them to create a vocabulary quiz using the 5 words. They can choose to format it as a cloze exercise or matching.
- Type the questions into Book Creator as the final page of the book.

Reflection:

The students were extremely proud to tell their stories. They were motivated due to the use of technology and the subject was something they knew a lot about. They were eager to dream about the future. Using the Ipad is a great motivator.

East Williston Elementary - Valerie Anderson Byrne

School: North Side Elementary School, East Williston, NY

Grade: 4th

ESL Proficiency Levels: Beginner/Intermediate (2)

Lesson Title: My Personal Postcard

Objective:

Students will be able to design their own postcard about their summer vacation and address it to their teacher.

Description of Prior Learning: SW asked to create a timeline that had milestones that occurred in their own lives.

CCSL: Language Arts:

Writing Standards Grade 4: Text Type and Purposes:

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

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 38.)

Language Standards Grade 4: Conventions of Standard English:

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

a. Use correct capitalization.

b. Use commas and quotation marks to mark direct speech and quotations from a text.

c. Use a comma before a coordinating conjunction in a compound sentence.

d. Spell grade-appropriate words correctly, consulting references as needed.

NYS ESL Standards:

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

8. Select a focus, organization, and point of view for oral

and written presentations.

(S, W)

Materials: Internet/Software Resources: iPad app: Photocard , www for photos

Procedure:

1. Warm Up: Ask the students to remember a place in their Time Line that was not in the US. ie where they were born, where they went on vacation... Ask how come when they were on vacation this past summer they did not send me a post card?
2. Discuss postcards by showing examples. Ask if anyone has sent postcards, received them or has seen them at gift shops or stores. Students can give their ideas about the purpose of a postcard and what is written on one. For example: Postcards are short letters. They don't need envelopes. People usually send postcards when they are away on vacation or a business trip. The messages are short and simple.
3. Next, explain to students that they will design their own postcards about a place they visited from their time line to use for their postcard. Once they decide on a place, they will choose a photo via the iPad. Once they have the photo, they can begin to write about it.
4. Have students make a rough draft of their postcard to help them plan the picture and the message they will write. Students will then share with a friend.
5. When rough draft is complete, students will edit their peer's work for errors and students will correct.
6. When postcards are completed, the students will address them. A mini lesson on addressing a postcard may be helpful.
7. Have students address the postcards and send them electronically.

Closure:

Have a question and answer whole class discussion about postcards.

Reflection: I had some issues with the iPad application; but was able to get help to figure it out. The students were extremely motivated by recording and listening to it. The best part was sharing the finished postcard with the other students. The oral discussions were frequently needed to clarify the ideas and to inspire their peers to create and interesting post card. Since they both frequently visit China, this project was easier to implement.

Assessment: The students are assessed individually based on their oral and verbal skills and differentiated as such also. They are assessed on the editing process informally and formally on the finished project.

East Williston Secondary - Maria Slobodskoy

School: The Wheatley School

Grade: 9th grade ESL/Global Studies and Geography

ESL Proficiency Level: Two 9th grade Chinese speaking ELL students
One beginner, one advanced

Description of Prior Learning: This project was part of our unit on studying the medieval period in Europe. The students had no prior knowledge of this era. The lessons for the unit were multifaceted, and encompassed Power Point Presentations on the Smart Board, reading materials for the students, graphic organizers, and vocabulary study.

CCSS.ELA-Literacy.RI.9-10.1

CCSS.ELA-Literacy.RH.9-10.4

NYS ESL Standard 1: English for information and understanding

NYS ESL Standard 4: English for social and classroom interaction

PROCEDURE:

The unit on the Middle Ages covered the following topics: Feudalism, Social Pyramid, Noble, Lords, Knights, Serfs, Castles, Manors, the Village, the Growth of Towns, The Church as the center of life, The Crusades, and the Bubonic Plague.

During the lessons, I usually gave the students a simplified text to read about the topic and presented a Power Point on the Smart Board with many visuals. This went along with a graphic organizer or chart to be completed with pertinent information and vocabulary.

The focus of my project for the consortium was for the students to create a Keynote Presentation of 20 vocabulary words from their unit. First I showed them how to use Keynote and I demonstrated the various features of the app. The students picked it up very quickly, and thereafter they worked independently on the vocabulary that was relevant to the lesson for about 10 minutes out of a class period. They found Google images and internet and utilized internet sites, books, and a magazine for information.

I reviewed the Keynote presentations with my students and together we corrected some of the inaccuracies in their text or in the selection of their images.

Once the presentations were complete, the students shared them with the class.

MATERIALS:

- Vocabulary List and instructions
- iPads
- Keynote app

SOFTWARE/INTERNET SOURCES:

- Students used Google images for their pictures. They also looked up information in Chinese as they did not always understand the texts listed below in English. Some of the sites that I recommended for information were:

<http://medievaleurope.mrdonn.org/>

<http://www.historyforkids.org/learn/medieval/>

Other References

Jordan, William Chester. *The Middle Ages: A Watts Guide for Children*. New York: Franklin Watts, 1999. Print.

Kids Discover: Middle Ages, Vol. 21, Issue 10, October 2011.

Reflection

The students benefitted greatly from creating a Keynote Presentation of the vocabulary we were studying as they had no prior knowledge of the Middle Ages in Europe. As we worked our way through the unit, we often referred to the slides they had already completed to reinforce their acquisition of the vocabulary.

Creating the Keynote presentation was an activity that my students could successfully work on independently because initially they were only looking for images. Sometimes they become overwhelmed with assignments that have too much text or writing to complete, but this project had a good balance.

Hauppauge - District-wide - Linda Katsiotas, Deborah Grossman, Kathleen Munter, Beverly Vandergoot

School: Hauppauge School District

Grade(s): K-8

ESL Proficiency Level(s): All

Lesson Title: The Winter Olympics: A multimodal, multi-technological adventure

Description of Prior Learning: Ability to: understand and use basic vocabulary and to write simple sentences.

CCLS Language Arts Standards:

- L.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- W.2 - Write informative/explanatory text to examine a topic and convey ideas and information clearly.
- SL.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.
- 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.

NYS ESL Standards:

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

STANDARD 3: Students will listen, speak, read, and write in English for critical analysis and evaluation

STANDARD 4: Students will listen, speak, read, and write in English for classroom and social interaction.

Procedure: These steps should be tailored to the students' proficiency level and grade level

1. EDMODO is used to differentiate information for the secondary students using the TIME for Kids website: <http://www.timeforkids.com/nes/winter-olympic-events/137746>
 - a.) Beginner: Look at the 14 sports and fill in the chart (name the sport and describe what the athletes are doing)

- b.) Intermediate: Read each excerpt for the 14 sports and write a paragraph that answers the question: *What are risks to the athletes of the Winter Olympics?* Cite the text and justify your answer.
 - c.) Advanced: Read about the 14 sports. Then read the article "Chechen Separatists Declare War on the Winter Olympics," an article from www.nymag.com Write an essay in which you cite the text and justify your answer to the question: *What are risks to the athletes of the Winter Olympics?*
 - d.) Intermediate and Advanced: Read "Silver medalist recalls road to Olympic Dream" on www.KSL.com
2. GOOGLE DOCS - secondary students write essays about their dreams for the future to be used in the Consortium EBOOK Project-- *From Here to There: Student Dreams of the Future*
 3. EDUCREATIONS is used with the beginner students to create a presentation.
 - a.) Students choose one picture from the 14 that they had previously looked at on TIMES for Kids website.
 - b.) Students write 3-4 sentences about their picture and then practice pronunciation.
 - c.) Students use EDUCREATIONS to create collaborative presentation with the pictures and dialogue.
 - d.) The presentation is sent to the elementary students.
 - e.) Elementary students view the TIME for Kids website on IPADs and participate in a discussion that is prompted with "If I could participate in the Winter Olympics, I would participate in ---" and then a debate prompted by "This sport is better because ---"
 - f.) Elementary students view the secondary students' EDUCREATIONS presentation and discuss what they see. Then they write sentences using the format: "If I could participate in the Winter Olympics, I would participate in ___ because ___"
 4. FACETIME is used to connect the elementary students to the secondary. Students practice social introductions and asking and answering questions.

Materials:

IPAD

EDUCREATIONS App for IPAD

FACETIME

EDMODO

Reflection: This worked well across all the grade levels and across all the proficiency levels, and it does not need to be the Olympics. It can be any theme based on current events.

Gr 1



If I could participate in the
Winter Olympics I would participate
in bobsledding because
I like to race.

Island Park - Secondary - Shannon Reda

School: Lincoln Orens Middle School, Island Park UFSD

Grade(s): 5-8

ESL Proficiency Level(s): Beginner, Intermediate, Advanced

Lesson Title: Unique Hotels

Description of Prior Learning: Before beginning work on this project, students were introduced to Internet resources through their library class.

CCLS Language Arts Standard(s): (required)

Key Ideas and Details

CCSS.ELA-Literacy.CCRA.R.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.

Craft and Structure

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

Text Types and Purposes¹

CCSS.ELA-Literacy.CCRA.W.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

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 5

English Language Arts Standards » Reading: Informational Text » Grade 5

Key Ideas and Details

CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

English Language Arts Standards » Speaking & Listening » Grade 5

Comprehension and Collaboration

CCSS.ELA-

Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

English Language Arts Standards » Language » Grade 5

Vocabulary Acquisition and Use

CCSS.ELA-

Literacy.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Grade 6

English Language Arts Standards » Reading: Informational Text » Grade 6

Key Ideas and Details

CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

English Language Arts Standards » Writing » Grade 6

Text Types and Purposes

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

English Language Arts Standards » Speaking & Listening » Grade 6

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

English Language Arts Standards » Language » Grade 6

Conventions of Standard English

CCSS.ELA-Literacy.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- CCSS.ELA-Literacy.L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

- CCSS.ELA-Literacy.L.6.2b Spell correctly.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Grade 7

English Language Arts Standards » Reading: Informational Text » Grade 7

Key Ideas and Details

CCSS.ELA-Literacy.RI.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.

CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

English Language Arts Standards » Writing » Grade 7

Text Types and Purposes

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

CCSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here](#).)

CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

English Language Arts Standards » Speaking & Listening » Grade 7 Comprehension and Collaboration

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

English Language Arts Standards » Language » Grade 7 Conventions of Standard English

CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- CCSS.ELA-Literacy.L.7.2b Spell correctly.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Grade 8

English Language Arts Standards » Reading: Informational Text » Grade 8

Key Ideas and Details

CCSS.ELA-Literacy.RI.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.

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

CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

English Language Arts Standards » Writing » Grade 8

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

CCSS.ELA-Literacy.W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

English Language Arts Standards » Speaking & Listening » Grade 8

Comprehension and Collaboration

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

English Language Arts Standards » Language » Grade 8

Conventions of Standard English

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- CCSS.ELA-Literacy.L.8.2c Spell correctly.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

Time Period: 10-12 Days

- Students will be introduced to the unit on unusual hotels with two articles "Sweden's Icehotel," and "The Magic Mountain Hotel at the Huilo Huilo Reserve," and a picture slide show of a variety of unusual hotels.
- Through the unit students will learn new academic vocabulary necessary for understanding the articles. Vocabulary will be introduced with smart board slides, and choral reading. Vocabulary will be reviewed throughout the week with smart board interactive games. The unit vocabulary strategy *Context Clues* will also be used when working with new vocabulary.
- Class will read the two articles together, annotating and highlighting while reading.
- Teacher will introduce students to the project with bilingual video directions from a former student and a step-by-step outline of the project. (Attached)
- Students will then be organized into leveled groups to create a Tree Map for either the Icehotel or the Magic Mountain Hotel. Teacher will rotate from group to group to check in with students and ask students critical thinking questions.
- After completing the Tree Map, teacher will introduce persuasive writing. Students will create 3 Multi-Flow maps to aid in writing persuasive statements. Students will choose 3 details from their articles and write one persuasive statement to go with the details.
- Teacher will review Internet resources taught in Library class. Teacher will model how to access and login to World Book, and Encyclopedia Online School Edition. Students will follow along on their iPads and practice navigating the websites World Book, and Encyclopedia Britannica.
- Teacher will introduce students to Travel Apps including World Explorer-Travel Guide, Google Earth, and TRVL.
- Students will use the apps, websites, articles, and their thinking maps to create a hotel review in Pages on their iPads. The hotel review will include a title, introduction, 3 body paragraphs with subheadings, a conclusion, and photographs.
- Students will edit and revise their writing.

- Teacher will then have students put their finished hotel reviews in the Drop Box app for sharing.

Software/Internet sources: See Attached Bibliography

Other References: See Attached Bibliography

Reflection: Students enjoyed working on this project. They were able to locate information using the internet resources and apps. Being able to go back and forth between windows on the iPad allowed students to use multiple sources and translator features simultaneously.

Island Trees Elementary - Jennifer Anderson

School: Michael F. Stokes School

Subject: ELA

Proficiency Levels: B, I, A

Grades: 2,3,4

Title: Our Future

Description of Prior Learning: The students were asked to answer the question ~Who are we and what will we become? To answer this question, the students first needed to understand where they came from. To answer the question ~What will we become?, the students explored future occupations.

ESL Standards: 1 ~ Students will listen, speak, read and write in English for information and understanding.

Standard 5 ~Students will demonstrate cross-cultural knowledge and understanding.

CCLS Language Arts: RL.2.7, W.2.2, W.2.3, W.2.5, SL.2.4, SL.2.5, L.2.2, L.2.3, RL.3.2, RL.3.4, RI.3.6, RI.3.7, RI.3.8, RF.3.3, RF.3.4, W.3.1, W.3.8, SL.3.5, L.3.2, RI.4.7, RF.4.4, W.4.2, W.4.4, SL.4.4, SL.4.5, L.4.1, L.4.2

Procedure: My Heritage

- The students interviewed a family member to determine information about their family's heritage.
- The students reported on their interview verbally and in written fashion.
- The students shared photographs/drew pictures of family members that were interviewed.
- The teacher compiled pictures, written work and recorded version of project which was added to an app on the iPad named Book Creator.

My Future

- The students researched various occupations using the website Pebblego.com
- ⊖ The students compared and contrasted career choices to make a decision as to what occupation they will pursue once when they grow up.
- The students completed a graphic organizer.
- The students wrote about their career choice.
- The teacher compiled all components of the project (written, verbal, photograph) onto the iPad app named Book Creator.

Materials: Student worksheet, graphic organizer, writing paper.

Software/Internet sources: iPad, iPad app ~Book Creator, pebblego.com, google images.

Reflection: For this project, three different grades and three different proficiency levels were used. My ESL students enjoyed working on this project. They enjoyed how it was put together for the final presentation using an iPad. Interviewing a family member made a connection between home, school and their heritage. The "future" part of this project was enjoyable as well.

Kings Park Elementary - Rosa Ismail

School: Fort Salonga Elementary School

Grade: Grade 1

ESL Proficiency Level(s): Advanced



Project Title: Using technology to integrate NYSESLAT prep & the Common Core ELA Modules: Grade 1 Domain #5: Early American Civilizations

Description of Prior Learning:

Students should have some experience with: listening for information, using the iPad, using the Smart Board, writing and editing sentences/short paragraphs that include details based on facts/information/evidence gathered from texts/diagrams.

Language Objective: Students will learn and apply proper speaking, listening, reading and writing skills in order to complete various activities based on the Common Core Domain#5: Early American Civilization.

Content Objective: Students will read, listen to, discuss and write facts about Mayans, Aztecs and Incans and define and apply vocabulary words from the CC Domain 5: Early American Civilization

CCLS Language Arts Standard(s): RI 1.1, 1.3, 1.4, 1.10; RF 1.1 -1.4; W 1.6 & 1.8; SL 1.1 -1.4 &1.6; L 1.1-1.3 & 1.6


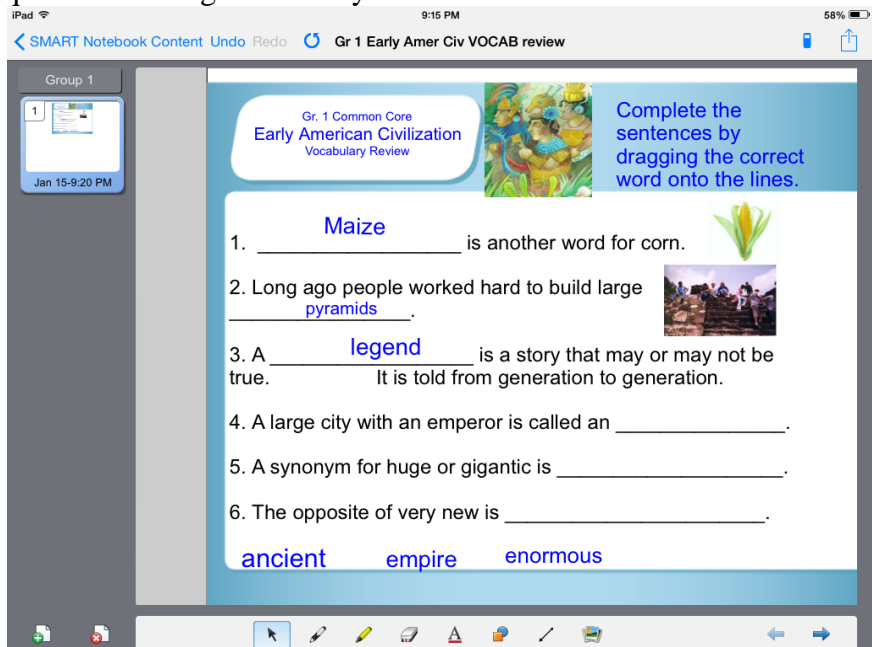
Literacy in SS,Sci,Tech: Early American Civilizations, Sci.vocab: plants/animals/crops/maize, iPad & apps, SmartBoard, ELMO, MSword



NYS ESL Standard(s)

- Standard 1: English for information and understanding
- Standard 2: English for literary response, enjoyment, and expression.
- Standard 3: English for critical analysis and evaluation.
- Standard 4: English for social and classroom interaction.
- Standard 5: English for cross-cultural knowledge and understanding.

Procedures:

What the Teacher Does	What the Students Do
<p><u>Sock Puppet App</u></p>  <p>facilitator and typist for students as they dictate cooperatively a script to introduce the three main groups studied in Domain #5. Teacher asks guided questions throughout the activity regarding content as well as mechanics.</p> <p>ie: What do you need at the beginning of each sentence? What must I remember to use between the words? Why is that important? What are my punctuation choices at the end of the sentences? Which should I use & why?</p>	<p>-Students cooperatively create oral sentences as the script.</p> <p>-Take turns to help teacher add the correct content, spelling, punctuation and grammar.</p> <p>-Students take turns “acting it out” and it is recorded after choosing characters, scenery, and props in the app.</p> <p><u>Sock Puppet Script:</u></p> <p style="text-align: center;">Introduction to Early American Civilization</p> <p>A: Do you know about the Early American Civilizations?</p> <p>N: No, I don’t. Do you?</p> <p>A: Yes. Long ago there were three main groups of people that lived in the Americas.</p> <p>N: Really? Who were they?</p> <p>A: They were the Aztecs, Incas and Mayans.</p> <p>N: Oh I see! Thanks for letting me know. That sounds interesting. I can’t wait to learn more about them!</p>
<p><u>Smart Board Notebook App</u></p> <p><u>Sentence Cloze:</u> After previous lessons that include reading, defining, discussing and writing the vocabulary words, the teacher has students take turns choosing a word from the list in order to complete the sentences. This can be completed directly on the iPad or on the Smart Board. The words come from Domain #5 vocabulary list and most are found in the domain assessment as well.</p> <p>During this activity the teacher asks <i>higher level questions</i> such as:</p> <p>-Why was it difficult to build pyramids?</p> <p>-Why were legends told over and</p>	<p>Students take turns dragging a word and placing it in the correct sentence. Students re-read sentences aloud and answer higher level questions during the activity.</p> 

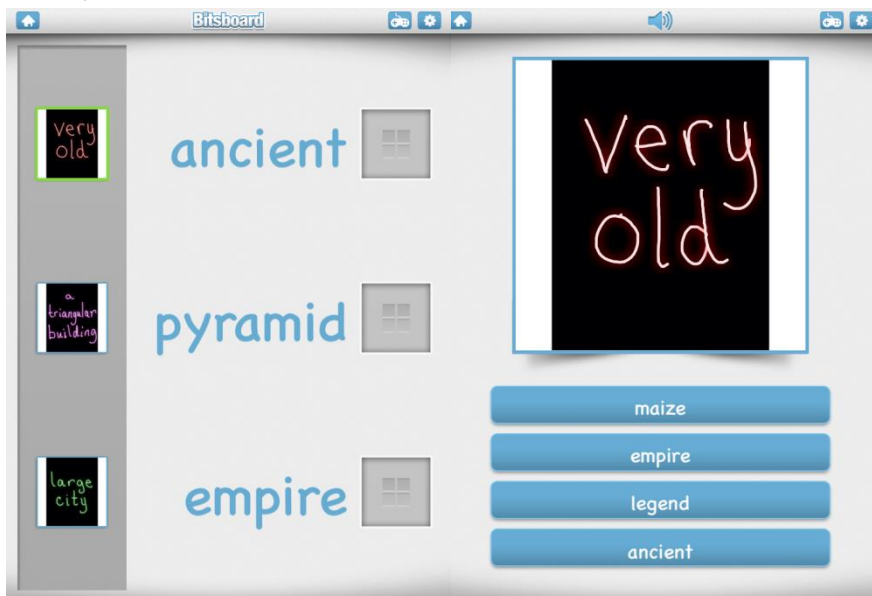
over?

Bitboard App



Teacher has students help her add words and definitions from Domain#5 to create “cards” that can be used with various activities in the app. To save time, the teacher can quickly and easily create this on her own and simply use it with the students.

- Students help teacher spell words from the domain (ie: enormous, maize, legend, etc.)
- Students help add short definitions/synonyms
- Students help add audio to the words
- Students can “play” at their own level by choosing match, multiple choice, etc.



Sentence Builder App

Teacher can create sentences with or w/o students, in order to conserve class time. Sentences include a picture and are based on facts/information learned in Domain#5.

- Students can work individually, with partners, in groups or as a whole class (via the Smart Board) to put the words in order to create a full sentence. Students also choose and place the correct punctuation at the end of the sentence. Students use the picture clue and pre-recorded audio to help them.

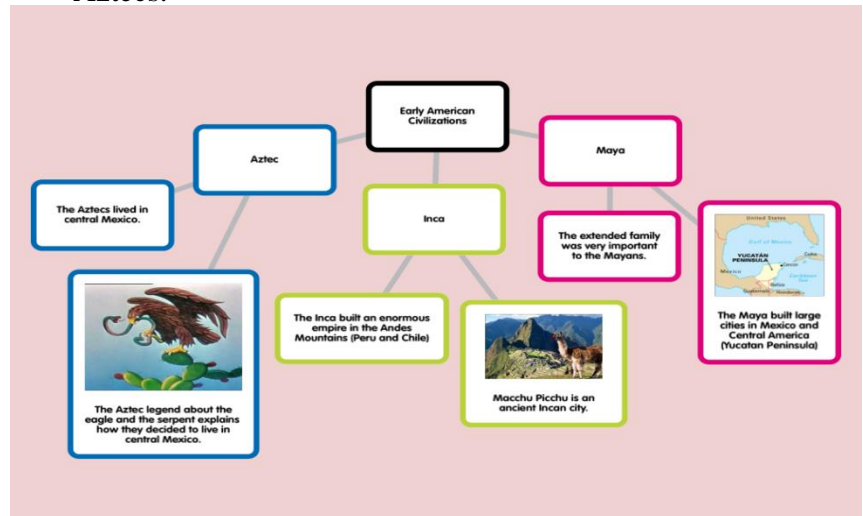


Popplet App



After listening to/reading/writing information about Early American Civilizations (Domain#5), the teacher has the students help create a graphic organizer. The teacher can have it partially filled in before letting the students finish it, or add the pictures first, or do it completely from scratch with the students.

Students can help create a web to show using words and pictures, information they learned about the Maya, Inca and Aztecs.



MS Word + Smart Board

1. NYSESLAT speaking practice: Teacher uses pictures taken from CC Domain #5 asks questions like those on test.
2. NYSESLAT listening practice: Teacher uses text read aloud to students from Domain#5 Anthology. Teacher can read aloud to whole class and/or have it pre-recorded as audio on iPad.
3. NYSESLAT writing conventions practice information learned in Domain#5.
4. NYSESLAT picture based writing practice using pictures directly from the Domain#5 anthology and flip book.

Teacher displays the actual rubrics and discusses what is expected of students on the NYSESLAT. These can be easily stored and displayed on the iPad by having them saved on the shelf of the **iBooks app**.

(☺see attachments for specific & printable examples)

1. Students try to answer orally using the picture prompts. They speak in full sentences using correct grammar and native fluency.
2. Students listen to text passage from Domain#5. The first time they just listen. The second time they are encouraged to take notes. Next they answer multiple choice questions based on the text they heard. Finally, the teacher and students re-read the passage aloud, watch teacher model note-taking strategies, correct their answers and explain/analyze the questions/errors.
3. Students answer multiple choice question: Which sentence is correct? Students try to read on their own while teacher rotates around the room assisting students if they have difficulties. Students use a highlighter for words they cannot read/understand.
4. Students write a picture based story (as expected of them on the NYSESLAT) using a picture from Domain#5. Students display their completed work using the ELMO so classmates and teacher can celebrate their successes and give suggestions to improve their writing with respect to content as well as mechanics.

ie: *-Does your story have characters? setting? plot?*

-Do all of your sentences end with the correct punctuation?

-Do all of your sentences begin with a capital letter?

Materials:

- computer with Smart Board (for display, note-taking, internet connection, etc.)
- iPad (with adapter and headphones/speakers) preferably with WiFi
- ELMO (to display students' writing for practice scoring)
- pencils, erasers, paper, editing pens (colored)
- copies of specific NYSESLAT prep. activities

Software/Internet Resources:

- iPad apps
- Smart Board notebook

Other References:

- ELA domains/modules (www.engageNY.com)
- NYSESLAT writing/speaking rubrics to guide instruction (www.nysed.gov)



Reflections:

I felt that generally the materials, procedures and outcomes were highly effective and the variety of activities helped keep the students engaged, actively working and allowed them to practice all four necessary skills: listening, speaking, reading and writing while still learning the content from CC Domain#5: Early American Civilization. The flexibility of the iPad apps is so helpful in meeting the various needs and levels of my ELLs. Often my groups include many different levels. With an app like Bitsboard, all the ELL students were learning the same vocabulary words. Some worked with them by choosing the correct word under the picture, while others needed something a little easier, like the matching. Many apps, when adapted/used efficiently, can be very helpful in differentiating for students' levels and learning styles.

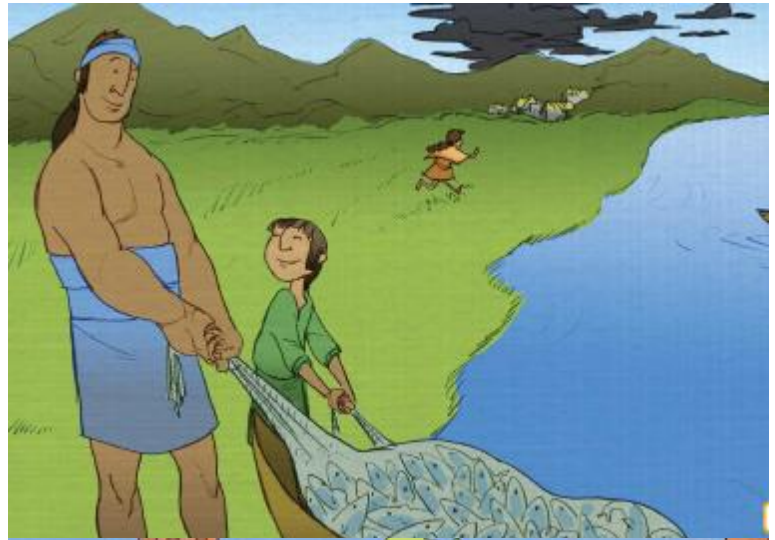
While there are many successes using the iPad apps, there is always room for improvement. It is important to note the specific NYSESLAT prep support that I create easily with Microsoft Word and use on the SMART Board doesn't transfer as easily as I would like it to onto the Smart Notebook app on the iPad. I would like to incorporate these types of activities more on the iPad via apps I currently have and/or acquire in the future. I know I need to investigate this further. Another item to keep in mind is "free". While most of the apps we use are free, you have to keep in mind the (sometimes) limited capabilities of the 'free versions'. I have also discovered that as wonderful as technology is, you are bound to have "technical difficulties". Therefore, it is always good to have a back-up plan to the lesson when/if you can't connect to Wi-Fi or an app just doesn't run correctly. In addition, you need to plan carefully when there is only one iPad to go around. I have to think about when each student will get their turn, when/how to create good partnerships/cooperative groups and when to connect the iPad to the SMART Board so the whole class can work on an activity together. Even though some of the lesson (including mechanics and/or content not yet 'learned') may have been challenging, I felt the students remained motivated and tried hard to complete the activities and engage in higher level discussions and....yes.... had FUN! ☺

NYSESLAT Speaking Practice:

based on pictures from the *Common Core Gr.1 Domain#5: Early American Civilization*

Sentence completion:

After they pulled in the fish...



What is happening in the picture?

What do you think will happen next?



What is the boy doing?

What is he probably thinking?



NYSESLAT Listening Practice:

based on Gr. 1 Common Core Domain#5: Early American Civilizations

TEACHER SCRIPT----- Listening

From: Common Core Gr.1 Early American Civilizations: *Tenochtitlan*

Read directions to students. Then read text below two times. First time, they should just listen. Second time, they should try to take notes. Notes are NOT scored.

“The great city of Tenochtitlan is made up of two islands that sit in the middle of the salt lake, Lake Texcoco. There are four entrances to this **enormous** city. In order to cross over the lake into the city, large bridges were constructed. The bridges are so wide that as many as ten horses walking side by side could cross them. The main streets are very wide and straight. Some of the smaller streets are made of land and some are made of water, similar to streams or canals. The people of the city use canoes to travel in the streets made of water.

There are several main squares, all of which contain markets. One of the squares is very large and on any given day there are thousands of people in it buying and selling things. Because there are so many different kinds of products, it would be impossible to name every single thing, but some of the items include food, precious stones, shells, feathers, medicines, wood, coal, sleeping mats, clothing, pottery, and so much more! Along with all the items that are for sale, there are also restaurants and barber shops. A building, like a **courthouse**, also sits in the market. People in this building are like judges, resolving arguments and ordering punishment for criminals.”

From: Common Core Gr.1 Early American Civilizations: *Tenochtitlan*



DIRECTIONS

You will hear a lesson. The first time, just listen. The second time, you may take notes. After you hear the lesson twice, you will answer several questions about it, so listen carefully.

From: Common Core Gr.1 Early American Civilizations: Tenochtitlan

1. According to the lesson, which sentence is true about the Tenochtitlan?
 - a. It is made up of three islands.
 - b. It is a very large city with four entrances.
 - c. You need to travel through tunnels to get there.
 - d. The main streets are not wide at all.

2. According to the lesson, how did the people of Tenochtitlan travel around the city?
 - a. car, trains, planes
 - b. boats, cars, walking
 - c. walking, boats, horses
 - d. walking, horses, bicycles

3. According to the lesson, what could you find in the main squares and markets?
 - a. a lot of food and but no barber shops
 - b. many restaurants but no medicines
 - c. many products for sale but few restaurants
 - d. lots of shops to buy things and many restaurants

4. According to the lesson, what does the word **courthouse** mean?
 - a. a building where judges sentence criminals
 - b. a place to buy food and medicine
 - c. a large building full of products for sale
 - d. a building full of people buying and selling things

**NYSESLAT Writing Conventions Practice:
based on Common Core Grade 1 Domain#5: Early American Civilizations**

Name: _____ Date: _____

1. Which sentence is correct?
 - a. The Maya lived in small houses made of stone?
 - b. The Maya lived in small houses made of stone.
 - c. The Maya lived in small houses made of stone!

2. Which sentence is correct?
 - a. an emperor is like a king.
 - b. An Emperor is like a King.
 - c. An emperor is like a king.

3. Which sentence is correct?
 - a. Llamas are very strong.
 - b. Lamas is very strong.
 - c. A llama are very strong.

4. Which sentence is correct?
 - a. The Inca tell many legends.
 - b. The Inca telled many legends.
 - c. The Inca told many legends.

5. Which sentence is correct?
 - a. Maize is a yelow crop.
 - b. Maize is a yellow crop.

c. Maize is a yellow crop.

**NYSESLAT Writing Practice:
based on Common Core Grade 1 Domain#5: Early American Civilizations**

Writing

Picture from Common Core Gr.1 Early American Civilizations

DIRECTIONS

Look at the picture. Write a story about the picture. Write as much as you can. Check your work.



STUDENT SURVEY: Your Opinion

Answer the questions using full sentences.

1. Do you like using the iPad in ESL class? Why/why not?

2. What was your favorite iPad activity? Why? _____

3. What is something you learned while using the iPad? _____

Kings Park Secondary - Liz Bellucci

School: Kings Park WTR Middle School

Grade(s): 7th and 8th

ESL Proficiency Level(s): Beginner

Lesson/Unit Title Overview:

Lesson One:

- The parts of a plant, (leaves, roots, stem, flower)
- The job(s) of each part of the plant.

Lesson Two:

- Photosynthesis
- Pollination
- The Plant Life Cycle

Description of Prior Learning:

Students discussed the question, "What is science?" They read about life, Earth and Physical science. Students read and answered questions about scientist Dian Fossey. They read about the scientific method and practiced it during an experiment called, "How water moves inside a flower." Students have used preview and prediction skills and have answered questions using fact based text, captions, pictures and diagrams. (Longman Science Life book)

CCLS English Language Arts Standard(s):

- CCLS.RI.7.4. Determine the meaning of words and phrases as they are used in a text
- CCLS.RI.7.1.Cite several pieces of textual evidence to support analysis of what the text says.
- CCLS.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts and information...
- CCLS.SL.7.4. Present claims and findings, emphasizing salient point in a focused, coherent manner...

CCLS Science Standards:

- CCLS.RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- CCLS.RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments....
- CCLS.WHST.6-8.6. Use technology, including the internet, to produce and publish writing and to present the relationships between information and ideas clearly and efficiently.

NYS ESL Standards:

1. Students will learn to listen, read, write and speak for information and understanding
3. Students will listen, speak, read and write for critical analysis and evaluation
4. Students will listen, speak, read and write for classroom and social interaction

Procedure:

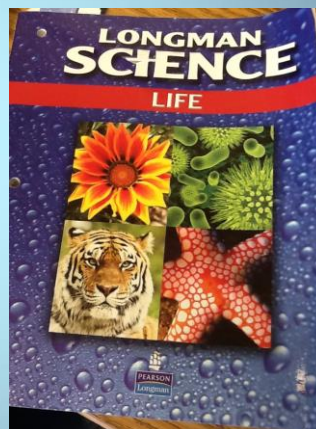
Lesson/Unit Title Overview

Lesson One:

- The parts of a plant, (leaves, roots, stem, flower)
- The job(s) of each part of the plant.

Lesson Two:

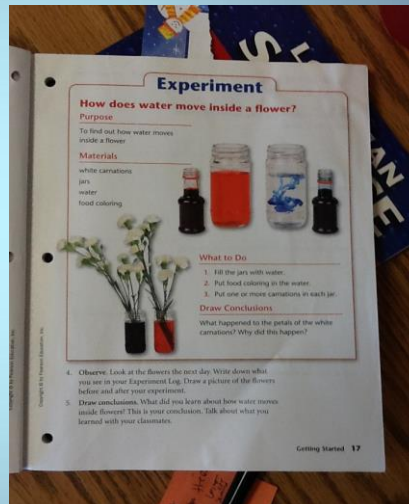
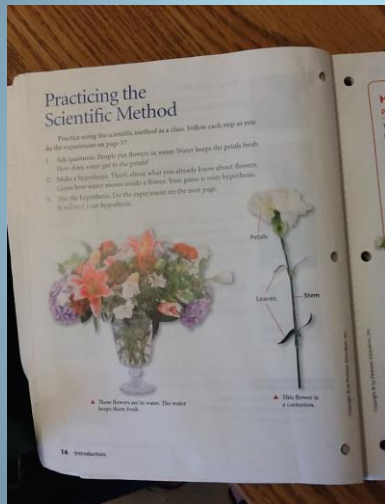
- Photosynthesis
- Pollination
- The Plant Life Cycle



DESCRIPTION OF PRIOR LEARNING

Students discussed the question, “What is science?” They read about Life, Earth and Physical Science. Students read and answered questions about scientist Dian Fossey. They read about the scientific method and practiced it during an experiment called, “How water moves inside a flower.” Students have used preview and prediction skills and have answered questions using fact based text, captions, pictures and diagrams. (Longman Science Life book)

Prior Learning Experiment



Unit One Lessons

What Students Did

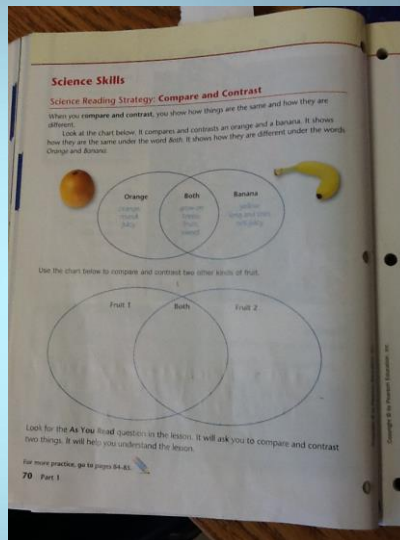
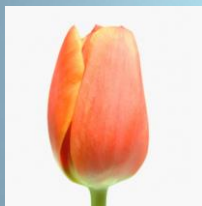
- Students watched the k-3 Brain pop video, “Part of a Plant”

What Teacher Did

- Teacher began by showing students the plants in the classroom and telling them they would be learning about the main parts of the plants and the jobs of those parts.
- Students were instructed to take notes and identify the main parts of the plant and their jobs.
- Teacher first modeled activity and then students created and labeled a plant diagram.

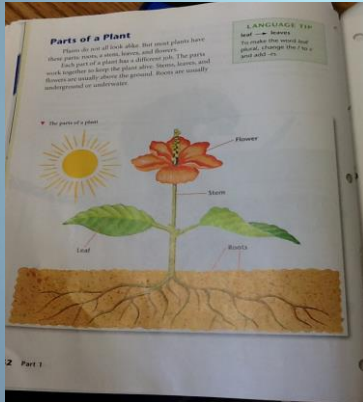
Teacher directed students to the tulip and basil plant on her desk and facilitated a discussion comparing and contrasting the two plants.

Students used the Venn diagram in their books to compare and contrast the basil and tulip plants. They were encouraged to use all of their senses during their observation.



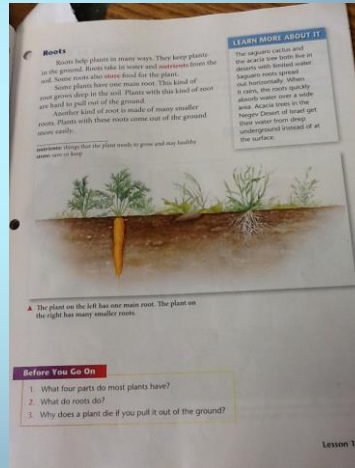
Students used previewing skills and discussed Unit One vocabulary words. They then used context clues to determine word meaning.

Teacher aided students that were struggling by directing them back to the text and encouraging them to examine pictures, captions and re read the text.



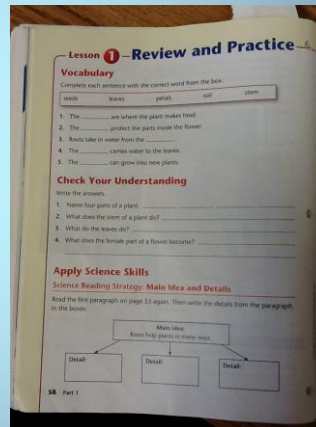
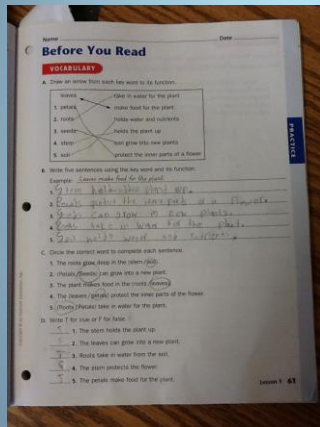
Students answered questions using details from the text. Students then used the Puppet Show i-pad app to discuss one part of the plant and its' job.

Teacher guided students back to the text to allow them to find the answer through reading.

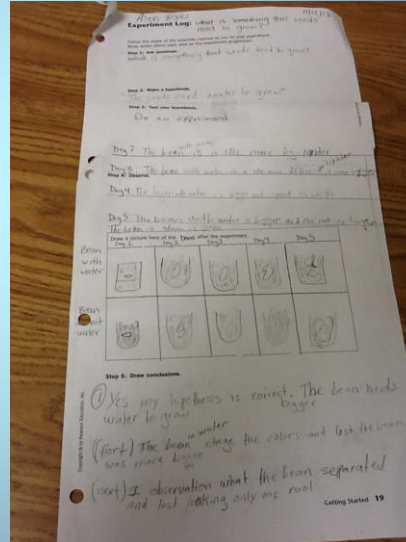
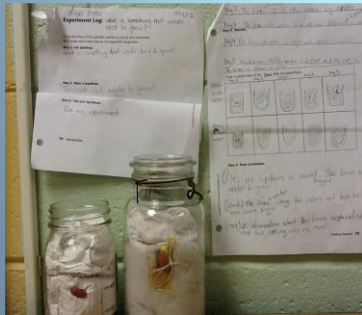


Students completed a vocabulary practice worksheet and Lesson one review sheet.

Teacher guided students back to the reading if they made a mistake or were unsure of the answer. Students were encouraged to find the answer independently



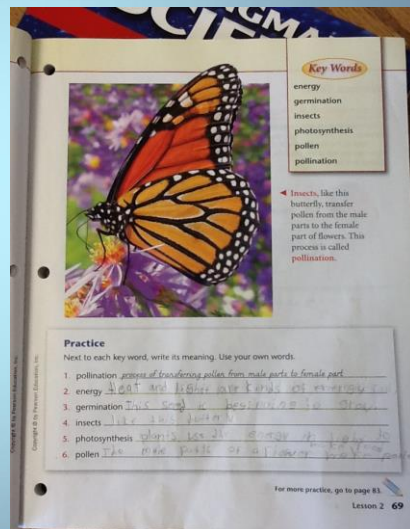
Students performed a "Bean Experiment". Students set up the experiment under the teachers' supervision and made daily observations, predictions and drew conclusions based on their observations.



UNIT TWO LESSONS:

Students used context clues and details from the captions to determine word meaning.

Teacher used the computer to find additional pictures of each vocabulary example.



Teacher modeled an example and directed students to use their text. Teacher asked students to use each vocabulary word to describe the process it is involved in. "Describe what happens during photosynthesis. How does pollination occur?"

Students created Lesson 2 vocabulary posters. Students then orally presented each of their posters and then asked and answered questions from the teacher and other students regarding each vocabulary word.



Students used the BOOK CREATOR IPAD app to create a iBook that explains the process of photosynthesis.

Teacher modeled how to use the BOOK CREATOR app .

Students chose the text, pictures and details such as background and font color.



Students read and answer questions about pollination.

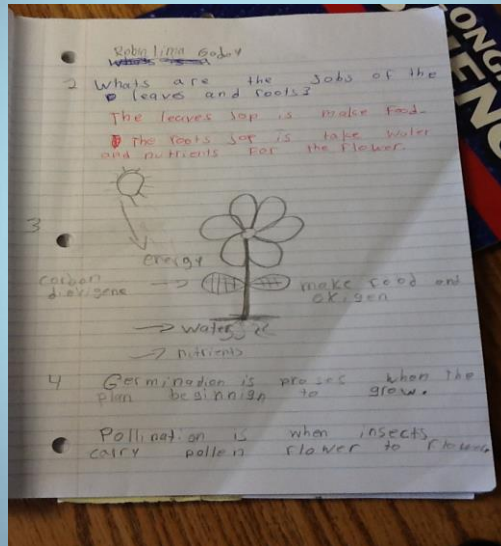
Teacher checks student's comprehension throughout reading by asking them to explain and describe what they have just read.

Students use the information from their text to create a "Process of Pollination" poster. They must both equally contribute and must present their project orally.

During the presentation, the teacher will ask students to explain and discuss what is happening.



Teacher explained directions and provided examples and students completed Unit One and Two Test.



Materials:

For the bean experiment:

- Two clear glass ball jars-(one used as a control)
- Water
- Paper towels
- Beans (kidney)

For the Venn Diagram observation:

- Two plants of your choice. I used basil and tulip.

For the Pollination poster and the Unit 2 Vocab posters:

- Construction paper
- Glue
- Scissors
- Markers, crayons, colored pencils etc.

Software/Internet sources: IPAD, computer

Other References: Longman Science Life Book/workbook (Pearson Longman) (Earth and Physical Science books and workbooks are also available through Pearson Longman)

Lynbrook Elementary - Evelyn Daza

School: West End Elementary School

Grade(s): 1

ESL Proficiency Level(s): Low Intermediate

Lesson Title: Community Helpers in Our Neighborhood

Description of Prior Learning:

- Asked the students to web the various people in our neighborhood that help us. Students read a book titled "Community Helpers" on the Starboard via Razkids.com

CCLS Language Arts Standard(s):

RL.1.5

RI.1.1, RI.1.10

SL.1.1, SL.1.2, SL.1.5

NYS ESL Standards:

Standard 1- Performance Indicator 2, 7, 11, 13

Standard 2- Performance Indicator 1

Standard 4- Performance Indicator 4, 7

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

For a period of three weeks, every couple of days we studied individual community helpers.

First we discussed the genre of the community helper books...non-fiction. Revisited the purpose of non-fiction books versus fiction books.

Then we would meet as a group and learn the vocabulary associated with the particular community helper. *Ex: Fireman - helmet, ax, hose, fire truck, fire station, oxygen tank, mask, boots, fire hydrant.*

Next we would watch a short video from youtube showing that community helper at work.

Last I read aloud to the students a C.H. book on the helper we were focused on for the day.

The following day the lesson would open up with a review of the vocabulary words previously taught via cloze teacher created activity. If possible a second book (fiction or non-fiction) would be read by students or me on that same C.H.

At the end of the three week period the students were introduced to BITSBOARD on the IPAD. They were asked to work in partners to develop additional vocabulary words for a total of twelve words per CH. The words were first written in their notebooks followed by creating the vocabulary cards on the app. When they were done they took turns playing the games on BITSBOARD.

Materials:

Starboard

IPAD

Community helper books

Pocket chart

Software/Internet sources:

YOUTUBE

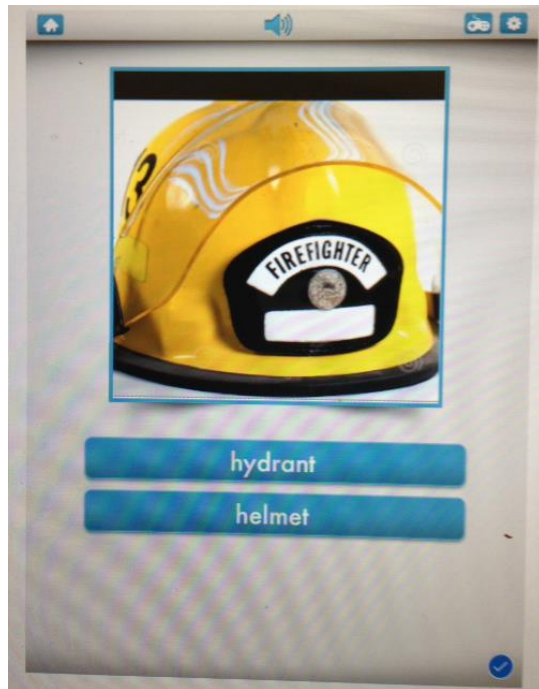
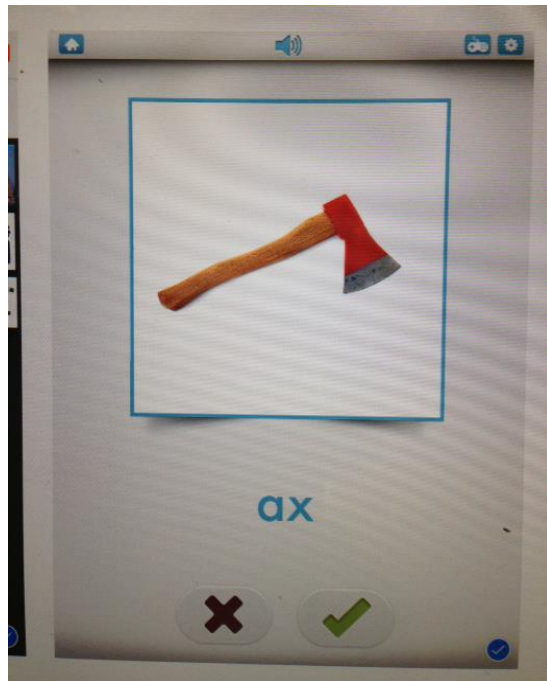
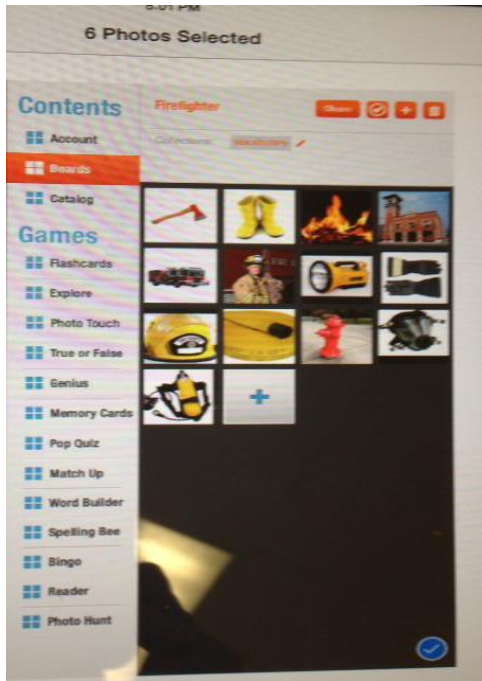
BITSBOARD for IPAD

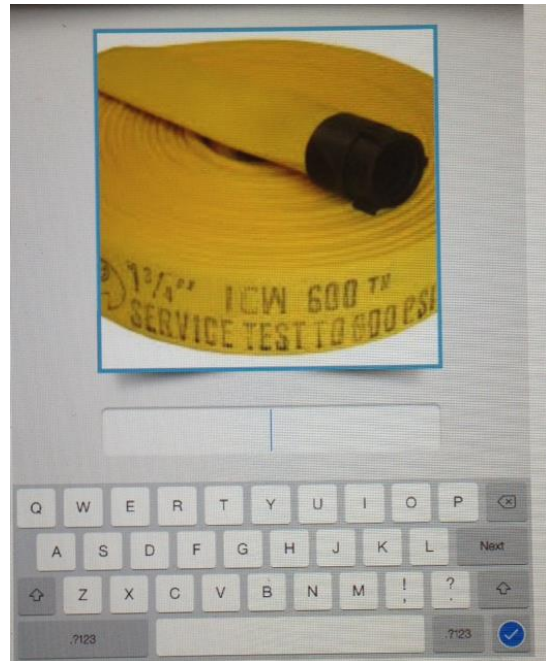
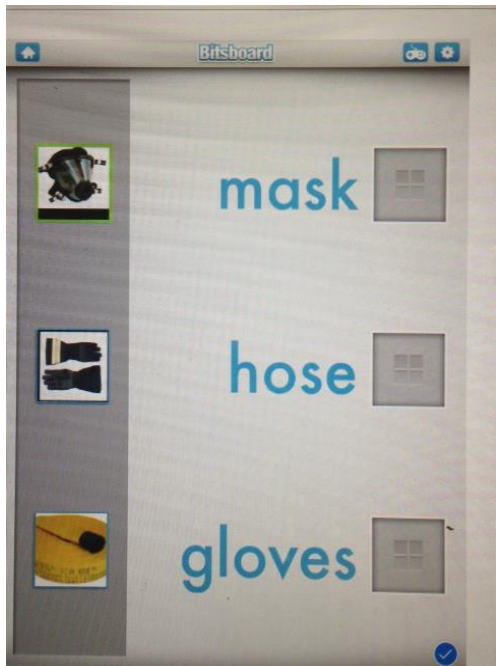
ReadingA-Z.com

Reflection:

I enjoy teaching a unit throughout weeks because it allows kids to delve into the topic at hand. Using the Bitsboard app as a culminating activity was something new for the students and they enjoyed working in pairs.

BITSBOARD





Malverne Elementary - Fabiana Pereira

School: Davison Intermediate School

Grade(s): 4th Grade

ESL Proficiency Level(s): Beginner/Intermediate/Advanced

Lesson/Unit Title: "Who am I today?" and "Who will I be tomorrow?"

Description of Prior Learning:

Students need to understand the difference between the present and future tenses. The students need to know how to properly use the correct tense of the verb "to be". Prior to beginning our lesson we review our tenses and the difference between present and future.

CCLS English Language Arts Standard(s):

Writing:

Types and Purposes: CCSS.ELA-Literacy.W.4.3

Production and Distribution of Writing: CCSS.ELA-Literacy.W.4.4

CCSS.ELA-Literacy.W.4.5

CCSS.ELA-Literacy.W.4.6

NYS ESL Standards:

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

STANDARD 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

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

Day 1:

The teacher shows the students a mentor text (poem) for "Who am I today?" writing activity. As class we review the present tense and adjectives.

The teacher models for the students how to complete their poem outline and as a class we construct our own "Who are we today?" poem. As we are working on completing our class poem, we also brainstorm

adjectives for our personality traits chart.

The students are given their "Who am I today?" poem outline to complete during independent writing. Students have different outlines based on their levels of language proficiency. Teacher works one to one with individual students.

Day 2:

The teacher shows the students a mentor text (poem) for "Who will I be tomorrow" writing activity. As a class we review future tense and brainstorm different types of job the students would like to have in the future.

The teacher models for the students how to complete their poem outline and as a class we construct our own "Who will we be tomorrow?" poem. As we are working on completing our class poem, we continue to add adjectives to our personality traits chart.

The students are given their "Who will I be tomorrow?" poem outline to complete during independent writing. Students have different outlines based on their levels of language proficiency. Teacher works one to one with individual students.

Day 3:

The teacher does a quick mini-lesson on how to revise our writing. Students take their individual outlines and begin revising them and using new words to "fancy up" their writing. The students use the iPad to find synonyms and looking up meanings of different adjectives in order to improve their writing. The students begin writing their rough drafts. As the students work on revising, the teacher continues to conference and work one to one with students.

Day 4:

The teacher does a quick mini-lesson on how to edit with their buddy, and what our expectations are for today's lesson. The students work with their buddy on editing their rough drafts. Students also use the iPad to correct spelling and continue to look up words to improve their writing.

Day 5:

The students are working on publishing their final copy. The students work independently, as the teacher works one to one with struggling students. As students complete their final copy they may begin to

work on typing up their poems on the computer.

Materials:

Teacher-made Poetry Outlines and samples

Ipad

Computer

Software/Internet sources:

Keynote (app)

Merriam-Webster Dictionary (app)

iTranslate (app)

Reflection:

The students really enjoyed this activity. They love to write and talk about themselves in the present, but some of them had a little bit of a struggling focusing in on the future. They students also loved using the iPad to look up meanings of words as well as synonyms. My beginner student used to app iTranslate, in order to improve her writing.

Manhasset Elementary - Lisa Greenwald, Adriana Marquez

School: Shelter Rock Elementary School

Grade(s): 2nd Grade

ESL Proficiency Level(s): Advanced

Lesson Title: Anansi and the Moss-Covered Rock retold by Eric A. Kimmel

Description of Prior Learning:

- Brief review of another folktale: The Tale of Peter Rabbit. Ask students if they think Peter learned his lesson and if he will listen to his mother next time.
- Tell the students that *Anansi and the Moss-Covered Rock* has a trickster in it, a character that tricks others. Ask students to listen to see if in the story, the trickster actually learns his lesson.
- Introduce the story as a folktale
- Discuss different digital storytelling apps for iPad
- Introduce the iPad app- **Story Kit**

Core Content: Students will:

- Predict content, events and outcome from illustrations and prior experience
- Select language appropriate to purpose and use clear diction and tone
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narrative, informational text
- Demonstrate familiarity with *Anansi and the Moss-Covered Rock*
- Describe illustrations (orally or in writing)
- Learn new words from read-alouds and discussions
- Identify character, plot, and setting as basic story elements of *Anansi and the Moss-Covered Rock*
- Create some of their own dialogue, listen carefully to know what actions to use, and designate what settings/props will be needed. (forest, Lion's

house, Elephant's house, moss-covered rock, yams, bananas, coconuts, etc.)

- Rehearse and perform Anansi and the Moss-Covered Rock for an audience
- Become adept at using the iPads for the publishing step of their culminating activity.
- Use technology to create a digital story of Anansi and the Moss-Covered Rock

CCLS Language Arts Standard(s): Reading Literature Grade 2

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in the text.
- RL.2.2 Determine the central message, lesson, or moral of the story
- RL.2.4 Describe how words and phrases supply rhythm and meaning in the story.
- RL.2.5 Describe the overall structure of the story, including describing how the beginning introduces the story and the ending concludes the action
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud
- RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures

Technology: Students will use the iPad as a tool for generating a digital story of Anansi and the Moss-Covered Rock

NYS ESL Standards Grades 2-4

- ESL Standard 1: Performance indicators: 1 (L,R), 2 (L,S,R,W), 4(L,S,R,W), 5 (L,S,R,W), 6(L,S,R,W), 7 (S,W), 8 (S,W), 12 (L,S,R,W), 13 (L,S,R,W), 16 (L,W,S,R,W)
- ESL Standard 2: Performance indicators: 1 (L,S,R,W), 2 (L,R), 3 (L,R), 4 (L,S,R,W), 5 (L,S,R), 6 (S,R), 7(L,S,R,W), 11 (L,S,R,W), 12 (L,S,R,W)
- ESL Standard 3: Performance indicators: 4 (L,S,R,W), 5 (L,S,R,W), 6 (S,W), 7 (L,S,R,W), 8 (L,S,R,W)
- ESL Standard 4: Performance indicators: 2 (L,S,R,W), 6 (L,S,W), 9 (L,S,R,W), 12 (L,S,R,W)
- ESL Standard 5: Performance indicators: 1 (L,S,R,W), 3 (L,S,R,W), 4 (L,S), 5 (L,S,R,W)

Listening (L)

Speaking (S)

Reading (R)

Writing (W)

Procedure:

- Read the title and author and illustrator information.
- Ask students what it means to say that the story is a folktale.
- Make predictions about the read-aloud
- Ask students to predict whether the moss-covered rock will cause a problem or be helpful
- Tell the students to listen carefully to find out whether or not their predictions are correct
- Pause within the read-aloud to ensure that students understand critical details. For example, "a strange moss-covered rock" What do you think is going to happen?
- Comprehension questions by discussing the read-aloud
- Designate students to be the various characters.
- Story Kit Tutorial on how to use the Story Kit app
- Create digital story of Anansi and the Moss-Covered Rock

Materials:

- Anansi and the Moss-Covered Rock retold by 2nd Grade
- Collection of fables and folktales
- Variety of library books
- iPad
- iPad app "**StoryKit**"
- Internet connection and email capability

Software/Internet sources:

http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d1_anth.pdf

<http://www.badwolfpress.com/plays/?by=curriculum&curriculum=language-arts&id=anansi>

<http://www.youtube.com/watch?v=RSWQkUS4kXk>

<http://www.p12.nysed.gov/biling/resource/ESL/03Elem.pdf> (Learning Standards for ESL)

Reflection:

The theme for this learning experience was to demonstrate familiarity with Anansi and the Moss-Covered Rock. The culminating project was to use the Story Kit app to create a digital book. At each stage of this learning experience the students were assisted in defining the goals and setting outcomes and standards for our performance. It was evident that when the conditions for learning were clear, genuine inquiry and learning immediately took place. During the process, I learned a lot about our students' interests while working with them on this project. Story Kit was a very straightforward, user friendly iPad tool. Another great thing about Story Kit, is the voice recorder. Students were able to record their own narration with each page of their book. At the same time, the sequence of steps made it very logical and easy for the students to complete the task. Overall, the use of this app addresses multiple intelligences, therefore reaching a variety of learners within the group. Lastly, Story Kit required students' participation in reading, writing, listening, and speaking all in one lesson while also integrating technology into the lesson.

Massapequa Elementary - Lauren Kotler, Colleen Corrigan, and AnnMarie Giarratano

School: Fairfield Elementary School, Massapequa School District

Grade(s): 5

ESL Proficiency Level(s): Beginners

Lesson Title: Author's Purpose

Description of Prior Learning: Prior to this lesson students were exposed to reading books of different genres

CCLS Language Arts Standard(s):

RI.5.6 Student Learning Targets

- I can define point of view as how the author feels about the situation/topic of a text.
- I can determine an author's point of view and explain his/her purpose for writing the text.
- RI.5.7 Student Learning Target
- I can recognize that authors use various formats when presenting information.
- RI.5.8 Student Learning Target
- I can locate the reasons and evidence an author uses to support particular points in a text.

Procedure:

- Students will listen to a rap song and watch a video on author's purpose
- Students will be introduced to new vocabulary
- Students will play "Name That Purpose"
- Students will be introduced to the lesson's learning targets
- Students will participate in a Smart Board lesson

- Students will work in a cooperative group to determine the author's purpose for writing the texts in the Author's Grab Bag by utilizing text evidence, as they place the titles in the correct category on the "Easy as Pie" graphic organizer and/or Triple T Chart
- Students will share responses and some of the clues that helped them determine the author's purpose
- Revisit learning targets
- Students will take a multiple choice assessment on the smart board
- Students will complete an exit ticket identifying the three purposes authors write

Materials:

- Picture clue vocabulary cards
- iPads, Smart Board
- "Name That Purpose" Game
- Clipboards, highlighters, pencils, magnifying glasses, post its
- Author's Grab Bag with assorted texts
- Handouts, graphic organizers and exit cards

Software/Internet sources:

- You Tube App
- ComicTouch Lite
- Tools4Students2

Reflection:

This lesson was engaging; therefore the students were highly motivated. This lesson was able to connect to the students' previous knowledge and experience. This lesson led to genuine discussion among the students. The students were cognitively engaged in the activities and assignments in their exploration of the author's purpose. We were able to successfully integrate the use of both the Smart Board and iPads which engaged the students in the content of the lesson via technology. The music served to engage the students by accessing various intelligences and learning styles. The lesson was successful and had a clearly defined structure including the Common Core Standards around which activities were organized.

Mattituck-Cutchogue Secondary - Denise

Cheshire

School: Mattituck Jr. Sr. High School

Grade(s): 7-12

ESL Proficiency Level(s): Beginner through Advanced

Lesson Title: High School-World History Project
Jr. High- American History Project

Description of Prior Learning:

-All students bring with them the knowledge and history from their native countries and their own experiences

CCLS Language Arts Standard(s):

- CCSS.ELA-Literacy.RI.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.
- CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze 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.

- CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NYS ESL Standards

- **Common Core Anchor Standard (SL.2):** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Common Core Grade 9-10 Standard (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.

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

- The teacher acts as a learning facilitator. Lessons are introduced. Content and progress is monitored by the teacher
 - The students are to write a narrative essay on "Their Dreams for the Future".
 - Analysis of the elements of a narrative essay and defining the terms "narrate" and "narrative essay" utilizing the story "My First Dance".
 - Create a Bubble map for your narrative essay
 - Create an outline for your essay
 - Write a rough draft of the essay
 - Make revisions
 - Create 5 questions and answers related to your story, use text based evidence to support your story. Include inference, text to self or text to text type questions.
 - Select and define 5 vocabulary words from your story
 - Read and record the final copy of your personal narrative
 - Present to the class

Materials: Computers, Smart Board, computers, I-pads, dictionaries, worksheet "Writing Personal Narratives, multiple handouts

Software/Internet sources:

SMART BOARD technology

I-Pad

Reflection:

It has been very exciting to see this project come together! The students put their heart and soul into this project. As a result I learned more about my students' personal histories. Their stories truly touched my heart. I believe I learned more than they did!

Merrick Elementary - Christina Mongeluzzi

School: Birch and Chatterton Schools in Merrick

Grade(s): ESL K-6

ESL Proficiency Level(s): mixed-beginner, intermediate and advanced students

Lesson Title: Our Countries

Description of Prior Learning: Students and parents had conversations and wrote down together what country their family is from. They talked about different foods and places they can visit.

CCLS Language Arts Standard(s):

Reading - 3.7 SWBAT use information gained from photographs and words in a text to demonstrate understanding of a text (where, when, why and how key events occur)

Writing-3.2b SWBAT develop the topic with facts, definitions, and details

Speaking and Listening-SL 3.5 SWBAT create engaging audio recordings that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

1. Students filled out worksheet with parents about where their family is from, 3 foods they are most proud of from their country, and 1 or 2 places that they may visit there.
2. Intermediate and advanced students used this information to create a collage of pictures on construction paper. They included their flag and language spoken in their country. Some included money that is used also.
3. Beginner, intermediate, and advanced students used the Ipad to research pictures and information with the teacher about each food

- and place. They wrote sentences about each. They peer edited and then the teacher edited it with them.
4. Students created an all about me page with their picture, a food page, and a place page. They recorded their words.
 5. Students then drew a picture of what they want to be when they grow up with words to describe it. They included this in their book with a recording.

Materials: Parent/child worksheet, Ipad -book creator app, Ibooks app, Internet for pictures and research, Country books from the library, construction paper

Reflection: This was a wonderful year-long experience. The students were able to learn about and share their cultures. This helped them to be more comfortable and proud and not be shy about their language or where they are from. They all loved using the Ipads. It was an enriching experience!

Miller Place Elementary - Diana Tufaro

School: Miller Place High School

Grade(s): 9-12

ESL Proficiency Level(s): Intermediate, Advanced, Transitional

Lesson/Unit Title: Women's History Month Harriet Tubman- Text-based answers for short answer writing

Description of Prior Learning: Students will use their iPads and investigate the app, Freedom's Fury: Harriet Tubman. This graphic adventure tells the life of Harriet Tubman from the time she was born a slave on a Maryland plantation through the end of the Civil War. Students will also watch a Youtube video.

CCLS English Language Arts Standard(s):

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CCLS Social Studies/Science Standards:

SS1.I.3A Students complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national and religious groups, including Native American Indians, in New York State and the United States at different times in different locations.

SS1.C.3B Students research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary

United States).

SS1.I.4D Students describe historic events through the eyes and experiences of those who were there.

SS1.C.4A Students analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the author's perspectives.

NYS ESL Standards:

Standard 1: English for information and understanding refers to the competencies and knowledge of English that students must obtain in order to communicate effectively in social and academic settings.

Standard 3: English for critical analysis and evaluation develops students' abilities to read, write, listen and speak in English to analyze and evaluate complex texts and issues.

Standard 4: English for social and classroom interaction outlines strategies, both in and out of school, that LEP/ELLs must master to communicate effectively in English.

Procedure

Introduction: To introduce today's lesson, students will watch a short video (closed captioning in Spanish) that will help to activate prior knowledge on our theme, Harriet Tubman and the Underground Railroad.

<http://www.youtube.com/watch?v=yACmQFWBV6s> Graphic organizer completed together.

The teacher will then inform the students that they will be learning about retrieving document information in order to complete short answer questions. The teacher will review the terms, step by step, in an organized display.

Guided Practice:

The teacher will model the procedure for using text appropriately in answers after analyzing a document. The students will be guided through the activity while discussing key vocabulary and comprehension of the text. They will write their answers in full sentences and will read aloud at different times. ***Shift 4: Text-based Answers***

Independent Practice :

The documents provided for the independent practice will be on a higher reading

level. My beginner speakers will receive their documents in both English and in Spanish since this is an accommodation they are entitled to for Regents testing. The students will closely examine, read and determine the answers by going back to the text and incorporating that information within their answer. ***Shift 2: Text Complexity***

Extension:

In future lessons, we will continue to extract information from primary sources to answer questions provided. After a good understanding of locating answers within a text, students will be introduced to the writing process. This writing assignment will take several class meetings to complete. We will dedicate classroom time to the writing process and focus on pre-writing, drafting, revising, proofreading, editing and editing in these lessons.

Students will be assessed during the duration of class with a series of questions and activities. They will work on the last document on their own which will help to reveal student understanding of the text.

Materials: iPad, Smartboard, DBQ packet

Software/Internet sources: Youtube, Freedom's Fury: Harriet Tubman app

Reflection: I enjoy using text-based objectives in my lessons because the information to answer questions can be seen almost immediately. In addition, this is one component to the new shifts of the ELA CCSS. The students enjoy using primary sources in the forms of diaries, letters and speeches. I believe activities similar to this one help to build confidence easily. My students who are quiet and shy who may not participate often, do when text-based information is provided. My intermediate speakers enjoyed using both English and Spanish documents as well. Finally, this lesson created a great amount of enthusiasm to discuss the theme. Students became involved in a lengthy discussion about their own experiences when traveling here to the United States. Many of them crossed the border illegally and experienced dangerous situations firsthand. They, too, look at Harriet Tubman as a leader and inspiration.

Miller Place Secondary - Arlene Suarez

School: Miller Place School District

Grade(s): Middle School Grades 6-8

ESL Proficiency Levels (s): beginning to advance

Lesson/Unit Title: The Terracotta Warriors and the First Emperor of China

New York State CC English Language Arts Standards:

R1: cite textual evidence to support analysis of what the text says explicitly as well as inference drawn from text

R2: determine a theme or central idea of text and how it is conveyed through particular details; provide summary of the text distinct from personal opinions or judgments

R4: determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning

W1: write arguments to support claims with clear reasons and relevant evidence

W2: write informative/explanatory texts to examine a topic and convey ideas, concepts and information through selection, organization and analysis of relevant content.

NYS ESL Standards:

ESL1: language for information and understanding -- Students will listen, speak, read and write English for information and understanding

Performance indicator: ESL1.1A Students identify and use reading and listening strategies to make text comprehensible and meaningful

ESL1.1 1K Students use the process of prewriting, drafting, revising peer editing and proofreading to produce a well-constructed informational text

Procedure:

First locate China on Google Maps and the site of the Emperors Tomb

Introduce the story of the "Terra Cotta Warriors on Army of Clay" hand-out

YouTube watch "Secrets of China's Terra-Cotta Warriors" by Docu Awesome; "The Terra Cotta Warriors" by National Geographic (There are many to choose from on YouTube. Teachers should preview to see which will work for her/his students.)

Brainstorm information from hand-out and video write information on SmartBoard. Discuss historical significance.

Students will create graphic organizer using Tools4Students

Teacher will create Quizlet Vocabulary and study guide on 1st Emperor and his accomplishments and the creation of his Terra Cotta Warriors and Army

Students will create poster/Cover using PicCollage and ShapeCollage

Finally, students will create a presentation on MS PowerPoint and present to class on SmartBoard orally narrating their reports/projects to the class and teacher.

Modifications/Accommodations: Teacher will model, read, simplify materials as needed and adjust to appropriate level of proficiency.. All students are given multisensory opportunity for the lesson redirection and guidance where/when needed and applied throughout the lesson

Materials:

software/internet sources

Google Maps

MS word

PicCollage

MS PowerPoint

Quizlet

Shape Collage

SmartBoard

Tools4Students

YouTube

Reflection: This subject matter was quite interesting and intriguing so I really did not struggle with keeping the students on task. Using the various types of technology, software and apps also help keep the students motivated. I did this lesson just before we took the NYS ELA and I was quite pleased to see this topic used on the 6th grade ELA.

What did the Emperor do?	Unified Chinese culture and government.	How did Qin standardize money?	Only coins of gold or bronze, had a hole so could be put on a string.
what was Qin Influenced by?	Legalism	How long was the great wall of china?	10,000 li
what was the great wall of china made out of?	earth with wood frames	How many characters did Qin simplified the writing system to?	9,000
what were the officials for?	army, laws and agricolre	how many districts where there?	36
when did Emperor of rule?	221 to 210 BCE	how many officials are there	3
accidentally	without advance planning	charioteers	the driver of a chariot
accompanied	having accompaniment or companions or escort	digging	the act of digging
archaeologists	A person who learns about the human past by studing fossils and artifacts	discovered	discovered or determined by scientific observation
armor	tough more-or-less rigid protective covering of an animal or plant	including	compris
buried	placed in a grave	sculptures	works of art created by carving, modeling, casting, etc.

When was Qin born?	259 BCE	<p style="text-align: center;"><i>Terra cotta Warriors And the first Emperor</i></p> <p><i>Ying Zheng or Qin Shi Huang, first emperor of China. He was the emperor and ruled from 246BCE to 210BCE. This emperor ruled for 35 years and made many changes to China. He was also a very tough leader but very ahead for his time. The emperor was only 13 years old when he took the throne.</i></p> <p><i>This emperor standardized the script, currencies and weights and measures. Amazing was the Terra cotta warriors he had made to protect him in the afterlife. He started the constructing of the Great Wall of China, Probably the most</i></p> <p><i>The Terra cotta warriors were discovered in 1974. There are over 5,000.</i></p>
which Philosophy did Qin hate?	Confucius	
substituted	To replace one thing or person for another	
warriors	Golden State	

Name _____ Topic or Book China's First Emperor

Name of event Terra Cotta Warriors

WHO?	<p>Who was part of this event?</p> <p>YING ZHENG (SHI HUANG DI) 1st Emperor of Qin Dynasty</p>	WHERE?	<p>Where did it happen?</p> <p>CHINA</p>
WHAT?	<p>What happened?</p> <p>Emperor of great talent and vision Standardized the script Standardized currencies, weights, measures Began construction of world-renowned Great Wall</p>	WHY?	<p>Why did it happen?</p> <p>Built Terra Cotta Warriors to protect him in after life</p>
WHEN?	<p>When did it happen?</p> <p>IN 221B.C</p>	HOW?	<p>How is it important?</p> <p>All pottery warriors and horses made using local clay, baked in the kiln and all life size and no two a like. Each statue was individual as people and animals are.</p>

Created by 'Tools for Students 2' from Mobile Learning Services, © 2013

North Bellmore Elementary - Randee Colter, Jennifer Fredrickson

School: Saw Mill Road School / Newbridge Road School

Grade(s): K-5

ESL Proficiency Levels: Beginner-Advanced

Lesson Title: All About Me- Now and Later

Description of Prior Learning:

Students learned vocabulary and sentences to describe themselves.

CCLS Language Arts Standard

Writing

1.W.1 Write informative/explanatory text in which they name a topic.

Supply some facts about the topic and provide some closure.

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

Speaking and Listening

1.SL.6 Produce complete sentences when appropriate to task and situation.

NYS ESL Standards:

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

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

Materials: Discussed who we are now and where we would like to be in the future. Brainstormed occupations and what people actually do at their jobs.

Procedure:

1. Teacher has students write about themselves now and what they want to do as adults. They will write these on lined paper and we will make all of the corrections and edit together.
2. They will memorize these mini bios and practice recording it in the My Sound Recorder app before recording it in Storybook.
3. Students will read an important sentences from their mini bios to teacher who will type sentences into StoryKit App.
4. Students will draw their picture into App or create a picture on paper and add that to their Storybook page.
5. Teacher will share book created by students in StoryKit and print out books so each student will have own copy.

Software/Internet sources: Ipad with StoryKit app

Reflection: The students were engaged and enjoyed this entire unit. They loved hearing the book when everyone was finished and were thrilled to receive a copy of the book printed out to take home with them and share with their families.

Plainview-Old Bethpage Elementary - Susan Laviola

School: Stratford Road School

Grade(s): Advanced 4th grade

Proficiency Level: Advanced students from Romania and Vietnam

Prior Learning: Fourth grade Social Studies curriculum concentration on America as the land of Immigrants: Explorers from other countries, Pilgrims from England, and American Revolutionary War and Founding Fathers - (Patriots- previously British subjects)

Objective: Create a narrative for the BOCES eBook project "My Dream for the Future." Student's narrative will reflect on their current position in life as well as their dreams for the future. This narrative will share student's experiences and reflections as ELLs and the hopes and dreams they have for the future in their new country. The project will include videos of interviews, project presentations, and musical performances.

Procedure: Students will draft a narrative using the writing process and research information on their future professions using the internet. Students will include five comprehension questions (aligned with the Common Core Standards) and select and define five vocabulary words from their research. They will also conduct and record interviews on the iPad, as well as an instrumental performance.

This project will be included in a BOCES eBook "My Dreams for the Future".

The experience my students have had in working on this project has been wonderful. They have shared so much in working together. The friendship that has grown out of sharing their past, their hopes and dreams is truly amazing.

Port Jefferson Secondary - Regina Paquette

School: Vandermeulen High School, Port Jefferson, NY

Grade(s): 7, 8, 9

ESL Proficiency Level(s): Beginner & Advanced

Lesson/Unit Title: Martin Luther King

Description of Prior Learning: Readings and discussions on Martin Luther King's life and mission

Objective: to create an essay of MLK's life using Bookcreator

CCLS English Language Arts Standard(s):

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.W.8.4

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

CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and

present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-LITERACY.W.8.2.D

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

CCSS.ELA-LITERACY.SL.8.5

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

CCLS Social Studies/Science Standards:

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.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

NYS ESL Standards:

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

ESL Standard 3: Students will listen, speak, read and write in English for critical analysis and evaluation

Procedure:

What the teacher does	What the students do
<ol style="list-style-type: none">1. Present readings, discussions, photos, video clips of MLK's life.2. Using one of the documents, divide up the document into several parts. (We split ours into MLK's childhood and youth, his major contributions, his death and legacy.) With students' input, decide who will take what part of the document to summarize. For beginners, an introduction or conclusion works best. Advanced	<ol style="list-style-type: none">1. Students listen, read, discuss, view, and take notes during presentations of MLK's life.2. Students select one section of document (the introduction, a body paragraph, or concluding paragraphs), reread it, and then write a summary. Students may add information from other sources that support their summary.3. Students spend time practicing

<p>students can handle the body paragraphs.</p> <ol style="list-style-type: none"> 3. Review the different parts of an essay to refresh students' knowledge of how an essay is constructed. 4. Spend time rereading the sections with each student, discuss events that happen in his/her section, and assist in writing/editing the summary. If a student recalls information from another source to support his/her summary, it can also be incorporated. 5. Once sections are complete and everyone is happy with their work, use the IPAD camera to videotape the students reading their summaries. This may require some practice and several tries. 6. Then, the teacher demonstrates how to create a page in the Bookcreator, highlight points from students' summaries, and insert photos and video clip. 7. The teacher assists students in creating quiz questions. 8. The teacher reviews entire document for final viewing. 	<p>reading their summary aloud. Each student reads his/her summary aloud while being videotaped using the IPAD camera.</p> <ol style="list-style-type: none"> 4. After videotaping, students collaborate to create a cover page for the project in Bookcreator. 5. Then, each student creates one or two pages in Book creator that includes 1.) photos and points of interest from their summaries, and 2.) their video clip. 6. Finally, students compose questions using the <i>five W's and How</i> to review topic. Review questions can be used as a quiz.
---	---

Materials: handout about MLK from Teachers Curriculum Institute or any appropriate information regarding events and missions in his life; Internet; paper& pencil

Software/Internet sources: BookCreator App, Safari, Camera & Video

Reflection: This project is highly differentiated and accommodates the individual needs of multi-leveled students.

Voice on Ipad camera is very low. Connect through Smartboard for better sound.

Students enjoyed the videotaping, which brought about a lot of classroom discussion and some laughter!

Sayville Elementary - Maria Sheltz

School: Lincoln Avenue Elementary School - Sayville Public Schools

Grade(s): K/1

ESL Proficiency Level(s): Beginning - Intermediate - Advanced

Lesson/Unit Title: Spring Writing - making a class book using Book Maker on iPad

Description of Prior Learning:

Over the weeks and days prior to creating our book as a class we:

- Discussed book topic ideas
- Took a walk around the school yard
- Wrote in our journals about spring
- Editing/conferenced our writing
- Created illustrations that went with our writing
- Typed a journal entry
- Read aloud our writing

CCLS English Language Arts Standard(s): CCSS.ELA-Literacy.W.K.1,2,5,6,8;
CCSS.ELA-Literacy.W.1.2,5,6,7,8; CCSS.ELA-Literacy.SL.K.1,2,3,4,5,6;
CCSS.ELA-Literacy.SL.1.1,2,3,4,5,6; CCSS.ELA-Literacy.L.K.1,2,3,4,5,6;
CCSS.ELA-Literacy.L.1.1,2,3,4,5,6; CCSS.ELA-Literacy.RI.K.1,2,4,5,6,7,8,9;
CCSS.ELA-Literacy.RI.1.1,2,4,5,6,7,8,9

NYS ESL Standards:

STANDARD 1: Students will listen, speak, read, and write in English for Information and understanding. **STANDARD 2:** Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. **STANDARD 4:** Students will listen, speak, read, and write in English for classroom and social interaction.

Procedure: Referencing the spring books we have read this season, we discuss the different pictures that make up a book and the words associated with them on the page. Then using the edited journal entry students take

turns typing while others work on their illustrations that match their writing. Students' voices are also recorded reading each page. Teacher combines photos of student artwork with typed pages and creates the final piece which they share with their classmates on the regular setting. This is all done using the BookMaker app on the iPad.

Materials: Art supplies, iPad, student journals

Software/Internet sources: The following apps were found on the iPad - Book maker, Camera, Photos, Shape Collage

Reflection: Based on the students' grade level and proficiency level, you could have student write more or less. If time allows, advanced students could create their own books on a spring topic. For example Life cycles of Plants/Animals/Bugs. You could also pair students up to the same project.

Seaford Elementary - Anjana Mukerjea

School: Seaford School District

Grade(s): First Grade/Second Grade

ESL Proficiency Level(s): Intermediate/Advanced

Lesson Title: When I Grow Up

Description of Prior Learning: Introduced Vocabulary pertaining to career choices.

Read several books on different occupations.

CCLS Language Arts Standard(s): CCSS.ELA-Literacy.W.1.2
CCSS.ELA-Literacy.W.1.5
CCSS.ELA.Literacy.W.1.6

NYS ESL Standards

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

STANDARD 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.

STANDARD 4: Students will listen, speak, read, and write in English for classroom and social interaction.

Procedure: Students will read **When I was Little** by Jamie Lee Curtis and share and write on chart paper activities the students did when they were little.

Teacher will read aloud several books on different careers that students can choose when they grow up.

Teacher will chart the responses of the duties and responsibilities of different occupations.

Teacher will model a writing piece of writing "When I grow up..."

Students will choose a profession they would like to be when they grow up and write a rough draft

Students will proceed with the writing process and complete their writing pieces-When I Grow Up and illustrate them.

Students will record responses on iPad and share in class.

Materials:

When I Was Little by Jamie Lee Curtis

I Want to be a Pilot by Dan Liebman

I Want to be a Doctor by Dan Liebman

I Want to be a Vet by Dan Liebman

I Want to be a Librarian by Dan Liebman

I Want to be a Zoo Keeper by Dan Liebman

Students completed their writing using a rubric

Students will use iPad to research careers and view visuals of different occupations in action.

Software/Internet sources:

Google Images

Utilize iPads to take photos of their completed project.

Reflection:

The children enjoyed learning about different occupations and were amazed at the different responsibilities each career had.

They learned a lot of new vocabulary connected to the different occupations.

Shoreham-Wading River Elementary -

Tricia McCabe

School: Wading River Elementary

Grade(s): Fourth and Fifth

ESL Proficiency Level(s): Intermediate

Lesson Title: What Else did Thomas Edison Invent?

Description of Prior Learning:

Students read a book about Thomas Edison to ensure that they had a clear understanding of who he was and what he had accomplished in his life. In addition they talked about the author, plot summary, setting, problem and solution as the book was read. They embarked on a quest to see just what else this inventor was up to!

CCLS Language Arts Standard(s):

Standard 1: Students will read, write, listen, and speak for information and understanding.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Standard 4: Students will read, write, listen, and speak for social interaction.

NYS ESL Standards

STANDARD 1:

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

STANDARD 2:

Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

STANDARD 3:

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

STANDARD 4:

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

STANDARD 5:

Students will demonstrate cross-cultural knowledge and understanding.

Procedure:

To start the students and the Teacher did a Book talk with the book Turn on the Light, Thomas Edison. This helped to build background knowledge since little was known at the beginning.

Next students selected 3 books to read and "gather information" and share. Some was done for homework and the balance was done in class. The Students needed to practice in note-taking skills and not "copying" word for word from the text. Students discussed and presented their notes to decide what information was important or not.

Students then went to the computer lab and started entering their information.

Students took pictures of the books and selected images that represented the information they were reporting on. Many questions were answered throughout the project;

- What was a motivating factor in Thomas' life?
- How hard did he work to be an inventor?
- What was his first invention?
- Did everything always "work" for Thomas?
- Did he become a rich man?

Final stage was when they inserted the information into a Power Point Presentation. Students need to follow many steps to add/delete slides, add pictures, put a picture frame around each picture and insert background color and font selection as well.

The PowerPoint presentation will be presented to their parents and class at the end of the year.

Extension Activity:

The students reenacted Thomas Edison's light bulb experiment using the following:

- 4 D batteries
- Graphite lead

1 large glass jar
1 foot of electrical wire (striped of plastic)
4 alligator clips
Duct tape

Attach the wire to the alligator clips, then attach the graphite to the other set of alligator clips. Duct tape the graphite /alligator clips to the table, put jar over it. Wrap the batteries together + to - sides using duct tape. Make sure that the "free" alligator clips stay separate and gently put 1 on the negative and one on the positive side of the batteries, and Whahh!! Light!

Materials: Books:

A Picture Book of Thomas Alva Edison, Adler, David A

A Wizard from the Start, Brown, Don

Inventing the Future: a Photobiography of Thomas Alva Edison, Delano, Marfe F

Thomas Edison, Joseph, Paul

Thomas Alva Edison, Miracle Worker, Kaufman, Mervyn D

Thomas Edison: Inventor, Klingel, Cynthia F

Perseverance: The story of Thomas Alva Edison, Murray, Peter

Turn on the Light, Thomas Edison, Roop, Peter & Connie

Software/Internet sources:

Smart 11, Smart board, PowerPoint, Google Maps, Digital Camera, Scanner and color Printer, Video Camera

Other References:

Three Village Elementary - Gail Dawkins

School: W. S. Mount Elementary School, Three Village

Grade(s): Kindergarten

ESL Proficiency Level(s): all

Lesson/Unit Title: It Looked Like Spilt Milk

Description of Prior Learning: This is a component of a weather unit incorporating clouds and rain. The students will acquire new vocabulary, grammatical structures, and content knowledge by exploring literature and participating in extension activities.

- The students will learn about cumulus, cirrus and stratus clouds and their characteristics as we observe daily weather and complete a weather chart.
- The students will recognize and repeat a pattern in literature.
- The students will continue to develop phonemic and phonological awareness of sounds and letters.
- The students will create their own books modeling the text we've read.

CCLS English Language Arts Standard:

Reading Standards for Literature

Key Ideas and details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.

READING STANDARDS Foundational Skills (Kindergarten)

Print concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.

- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

- 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*

Phonics and Word Recognition

- 3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Fluency

- 4. Read emergent-reader texts with purpose and understanding.

Writing Standards

Production and Distribution of Writing

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

Responding to Literature

- 11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

Speaking and Listening

Comprehension and Collaboration

- 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.

LANGUAGE STANDARDS

Conventions

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

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

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

NYS ESL Standards: ESL Standard 2, Performance indicators 1, 2, 5, 12
 ESL Standard 4, Performance indicators 3, 4, 7, 9

Procedure :

What the teacher does	What the students do
<p>Introduce content vocabulary using flash cards of cloud pictures. Explain that clouds are made of water vapor and may produce precipitation. Explain that different clouds bring different weather patterns.</p> <p>Cumulus clouds Cirrus clouds Stratus clouds</p>	<p>Listen and repeat. Observe clouds outside each day and discuss the kinds of clouds that can be seen.</p>
<p>Familiarize students with the concept of a chart that can be used to organize data.</p>	<p>Observe clouds each day and record the data in a class chart and individual chart. Each day the students will write the days of the week and record yes or no for the clouds that were observed. The students will practice talking about the data as well.</p>
<p>Review It Looked Like Spilt Milk vocabulary:</p> <p>Cloud, spilt milk, rabbit, birthday cake, squirrel, sheep, tree, pig, ice cream cone, bird, angel, great horned owl, flower, mitten</p>	<p>Listen and repeat. Match picture cards and word cards. Use cards to play concentration or go-fish. Make sentences when you get a match. Play bingo.</p>

	Identify initial and final sounds.
<p>Read aloud the book It Looked Like Spilt Milk. Draw attention to the repetitive pattern that reinforces the structure of English, as well as facilitates understanding for ELLs.</p>	<p>Listen to the story. Make predictions about which shapes the clouds will be. Engage in choral reading. Sequence the story.</p>
<p>Create a collective book of It Looked Like Spilt Milk. Record students.</p>	<p>Create a cumulus cloud out of cotton balls. Narrate their page of a collective book.</p>
<p>Provide picture and word prompts if needed. It looked like a _____, But it wasn't a _____.</p> <p>Record the students reading their book.</p>	<p>Write and illustrate their own book modeled on It Looked Like Spilt Milk. The students have the flexibility to use the clouds from the story, or create their own clouds. Present the book to the class.</p>

Materials: *It Looked Like Spilt Milk* by Charles G. Shaw

Dark blue construction paper

Cotton balls

White crayons/pencils

Glue

Index cards for picture cards

sentence strips

pocket chart

magic markers

Software/Internet sources:

Smart notebook

Power point or e book creator

Three Village Elementary - Erin Brussee

School: Mount Elementary School

Grade(s): K-3 (depending on levels)

ESL Proficiency Level(s): Beginner and Beginner/Intermediate

Lesson/Unit Title: The Very Hungry Caterpillar

(This lesson can be done over the course of a couple of days depending on the students' needs and pace.)

Description of Prior Learning:

- Numbers and number words
- Days of the week
- Food vocabulary (specifically the foods that are in the book)

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

- Literacy RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Literacy RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

NYS ESL Standards: (required)

- Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.
- Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction.
- Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

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

What the Teacher Does	What the Students Do
➤ Review the days of the week with the students.	➤ Go through flashcards to practice the days of the week.
➤ Review numbers and number words.	➤ Play the matching Smartboard game and match each number

<ul style="list-style-type: none"> ➤ Review food vocabulary with the students. Use food flashcards to show them different pictures of food. Be sure there are cards in there that have the foods from the story! 	<p>word with the correct number.</p> <ul style="list-style-type: none"> ➤ Students make a T-chart in their notebooks of "Like" and "Don't Like." After each food card is shown, they write the name of the food in the appropriate column. It can also be extended to discussing healthy and non-healthy.
<ul style="list-style-type: none"> ➤ Read the book <u>The Very Hungry Caterpillar</u> by Eric Carle. 	<ul style="list-style-type: none"> ➤ The students can help to read the book aloud.
<ul style="list-style-type: none"> ➤ Instruct the students to sequence the story in the right order. 	<ul style="list-style-type: none"> ➤ Color the food pictures and paste them on a sentence strip in the correct order. (This is a photocopied paper that goes along with the story. The students will color it and cut it out.)
<ul style="list-style-type: none"> ➤ Have the students practice retelling the story using the sentence strip. 	<ul style="list-style-type: none"> ➤ The students will retell the story using their sentence strip as well as a typed out copy of the story. (They can then take both of these home to practice reading it at home as well.)
<ul style="list-style-type: none"> ➤ Review the sequence of the story and the number words by using the Smartboard activities. 	<ul style="list-style-type: none"> ➤ Students will play the Smartboard games to review the sequence of the story and the number words. The sequencing game is one that has strips to be dragged in the correct order. The numbers and number words is a matching game.
<ul style="list-style-type: none"> ➤ As an extension, the students will create their own stories similar to <u>The Very Hungry Caterpillar</u>. Read the story 	<ul style="list-style-type: none"> ➤ The students will help to read the story of "The Hungry Goat." Then, they need to think of an animal for their

<p>"The Hungry Goat." (In this story, the goat eats things that are all one color, and then he slowly turns that color.)</p>	<p>own story and what color that animal will become. Then, brainstorm foods that are that color. (Some students will need some assistance with this!) Use plain white paper to create the book. The students can write the words and draw the pictures.</p>
<p>➤ As another extension, study the life cycle of a butterfly.</p>	<p>➤ Complete the cut and paste activities for the life cycle of a butterfly. The students can then write the life cycle in their own words.</p>

Materials:

- The Very Hungry Caterpillar by Eric Carle
- Food sequencing paper for each student
- Sentence strip for each student
- Smartboard with compatible materials
- Food flashcards
- Days of the week flashcards
- Number and number words review
- Extension materials: "The Hungry Goat" and butterfly life cycle

Software/Internet sources:

- Smartboard software for games

Reflection:

The students did very well with this lesson. It took us a few days to get through the food vocabulary!! We kept getting on all of these tangents talking about food! It came to my attention that most of the students, who are all of Asian descent, don't like American food or have never tried a lot of American food! The students really liked the story; it was easy to read and easy to understand. They did very well with the sequencing activities; they really like cutting and pasting!! And of course, they loved the games on the Smartboard. It was the perfect way to retell the story and review numbers in a "fun" way. If I were to use this lesson again, I would try and add more activities to do on the Smartboard.

Three Village Secondary - Mrs. Monica Aston

School: Gelinus JHS, Three Village CSD

Grade(s): 7-8

ESL Proficiency Level(s): Beginning/Intermediate/Advanced

Lesson/Unit Title: Scholastic Action News: SIOP Lesson Plan

MINI-UNIT: "Animal Communication in the News" Reading, Writing and Learning about animals with two recent digital news articles, "Apps For Apes" and "This Dog Knows 1,000 Words".

Description of Prior Learning: CONNECTIONS TO PRIOR KNOWLEDGE:
This unit draws upon each student's knowledge, and interest in how animals and pets can be trained to learn and communicate with humans. Students have previously used digital tools and resources to access information in the Scholastic Action texts.

Content Standards:

CCLS MST Intermediate Level

Standard 2, Key Idea 1: Information technology is used to retrieve, process and communicate information, and as a tool to enhance learning.

Standard 3 Key Idea 1

CCLS ELA Grades 7-8

Reading Standards for Informational Text: Key Ideas 1, 2, 4

Writing Standards Key Ideas 2, 4, 5, 7

ESL STANDARDS: Intermediate Grades 5-8

Standard 1: Students will listen, speak, read, and write in English for information and understanding. Performance indicators 1, 2, 4, 9, 11, 12, 16

Standard 3: Students will listen, speak, read, and write, for critical analysis and evaluation. Performance indicators 1, 6, 7, 9

Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction. Performance Indicators 4, 6, 7, 9

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

TASKS/ ACTIVITIES:

1. Anticipation Guide and KWL chart to activate topic interest and what is already known about the concepts listed. Discussion follows.
2. Students will complete a Vocabulary bookmark for each article.
3. Students will listen to the audio version of each text as a class, teacher clarifying key vocabulary.
4. Students will listen to the video corresponding to each text, and discuss their reactions in pairs.
5. Students will demonstrate comprehension of the text by sequencing and summarizing the main events and details on the Smartboard and followed up on a T-List.
6. Students will locate words from the text that are nouns, verbs, adjectives and adverbs, making a list in their notebooks.
7. Students will categorize words in a digital "Parts of Speech" game.
8. Homework: Students will complete Venn diagram, listing similarities and differences between texts.

Materials:

1. Vocabulary bookmark
2. ESL Anticipation Guide
3. KWL chart
4. Venn Diagram
5. Compare/ Contrast Writing Frames
6. Animal Communication Project Template

Software/Internet sources:

1. Scholastic Action Magazine Digital Resources

KEY VOCABULARY:**SUPPLEMENTARY MATERIALS:**

<p>"This Dog Knows 1,000 Words"</p> <ol style="list-style-type: none"> 1. Border Collie 2. adopted 3. toddler 4. trainer 5. psychologist 6. the mind 7. behavior 8. stuffed animal 9. Frisbee 10. alike <p>Supplementary: noun, verb, adjective, adverb</p>	<p>Smartboard, Scholastic Action Magazine news article, video, game, Itranslate, Ipad, Vocabulary Bookmark, T-List, Venn Diagram, Anticipation Guide, Compare - Contrast Sentence Frames, Research Project</p>
<p>"Apps For Apes"</p> <ol style="list-style-type: none"> 1. apes 2. orangutans 3. bonobo 4. restless 5. grouchy 6. touch-screen 7. bubble 	<p>Same as above</p>

ASSESSMENT:

1. Teacher scores the Vocabulary Bookmark, T-List, Venn Diagram, and Comparative Essay using a rubric.

FOLLOW-UP ACTIVITIES:

1. Students are directed by teacher to avail themselves of the numerous digital resources that this publication offers. They are encouraged to access the digital issues at school in the computer lab or library, and/or at home in order to maximize their exposure to English.
2. Students are given a research project in which they explore the communication of other animals such as dolphins, apes, bees, etc.

Reflection: I really enjoyed preparing this unit and also in utilizing the digital resources that I had available in the computer lab at Gelinas JHS. I learned quite a lot about using the Smartboard! I know that this was a great opportunity for my students to use technology and to extend their learning beyond the classroom and the confines of the school day!

Wantagh Elementary - Marisa Evert

School: Wantagh UFSD

Grade(s): 2-5

ESL Proficiency Level(s): Intermediate-Advanced

Lesson Title: Main Idea and Details

Objectives: SWBAT identify the main idea of a passage
SWBAT produce the main idea in a sentence
SWBAT identify supporting details in a passage

ESL Standard:

Standard 1: Students will be able to listen, speak, read and write in English for information and understanding.

Standard 4: Students will be able to listen, speak, read and write in English for in English for classroom and social interaction.

Standard 5: Students will be able to listen, speak, read and write in English for cross-cultural knowledge and understanding

CCSS.ELA:

Literacy-RI.2.2, RI.3.2, RI.5.2

NYS Teaching Standards:

Standard 1: Knowledge of Students and Student Learning (1.3)

Standard 2: Knowledge of Content and Instructional Planning (2.3, 2.4)

Standard 3: Instructional Practice (3.4)

Standard 4: Learning Environment (4.1)

Standard 5: Assessment for student learning (5.1)

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

Anticipatory Set: The teacher will direct the students' attention to the smart board in order to watch a short video (www.brainpopjr.com).

Presentation: The teacher will tell the students that information in the video will help them to understand that we are learning how to identify the main idea of nonfiction reading passages, and use details as clues that will help them to identify the main idea. The teacher will have the definitions of main idea and details on the smart board, and will ask for a student volunteer to read the definition to the class. The teacher will also explain that in most cases, the main idea will be in the first or last sentence of a paragraph. The teacher will also have the definitions of main idea and detail on the wipe off board throughout the class for reference.

Modeling/ Guided Practice/Application: The teacher will model how to find the main idea of a nonfiction passage. The teacher will underline the details (clues), and highlight the main idea. The teacher will then complete a graphic organizer with the students.

Together with the teacher, the students will then find the main idea of another nonfiction passage. As an informal assessment, the teacher will attach the iPad to the smartboard. The students will be given a passage, and a multiple choice question, and will be given index cards with the multiple choice letters on them. The teacher will tell the students to hold up the index card with their answer on it.

Independent Practice: Students will receive differentiated practice worksheets that ask them to identify the main idea of a passage and details. (The teacher will read the passage with the students before they begin their independent work)

Closure: Give me three-The teacher will ask the students to give 3 things they learned today.

Materials: *If you were a Homonym or a Homophone*, by Nancy Loewen, index cards, practice worksheet, homonym graphic organizer

Software/Internet sources: Smartboard, iPad app Popplet Lite, www.brainpopjr.com

Reflection: The students really enjoyed using the iPad for the reading comprehension activity, and making their own graphic organizers on the iPad. The students enjoyed using pictures in their graphic organizers too. However, it is a little time consuming having the students type their information on the iPad. I will use this lesson again!

Westhampton Beach Secondary - [Monica Van Essendelft](#)

School: Westhampton Beach High School

Grade(s): 9-12

ESL Proficiency Level(s): High Intermediate-Advanced

Lesson/Unit Title: *Genocide Research Project*

Description of Prior Learning: The students studied the Holocaust prior to reading *Night* by Elie Wiesel. This unit of study coincided with students' study of the Holocaust in their history classes.

CCLS English Language Arts/History Standards:

Reading

10. Read and comprehend complex literary and informational texts independently and proficiently

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

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

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

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

NYS ESL Standards:

1. English for information and understanding

3. English for critical analysis and evaluation
5. English for cross-cultural knowledge and understanding

Procedure:

1. Modeled completion of graphic organizer using Holocaust as an example
2. Students did pre-research using the Internet to choose a genocide to study from a list provided by the teacher
3. Students visited the library and the librarian instructed them in how to use the Virtual Reference Collection to find sources for their project
4. Students read articles from various sources found on the Virtual Reference Collection
5. Students completed a graphic organizer for the genocide they chose to research. Students recorded information about the time and location, the group affected, the responsible parties, the international response, and other facts.
6. Students used their notes to prepare a script for their i-movie
7. Students compiled pictures, videos, and created informational slides for their i-movie
8. Students recorded themselves reading their scripts and added the recording to the i-movie project
9. Students published and shared their i-movies with the class

Materials: Graphic organizers, sentence starters for script, requirements for i-movie.

Software/Internet sources: Virtual Reference Collection, i-movie software

Reflection: This project was beneficial as it forced students to conduct research using multiple credible sources. Prior to this project many of the students were over-reliant on using Google to conduct research. The students learned how to use the many sources available on the Virtual Reference Collection. The i-movie project provided them the opportunity to demonstrate their learning through the use of multi-media rather than writing a paper or essay.

West Islip District-Wide - Vanessa Cabrera (Elementary ESL Teacher) Monica Krawczyk (Secondary ESL Teacher)

School: Oquenock Elementary School, Udall Road Middle School, Beach Street Middle School, West Islip High School

Grade(s): K-12

ESL Proficiency Level(s): Beginner - Proficient

Lesson/Unit Title: Civil Rights Movement - Dr. Martin Luther King Jr.

Elementary: My Future Dreams

Secondary: I Have a Dream

Description of Prior Learning: Students will learn about Martin Luther King Jr. They will learn about the things that were important and meaningful to Dr. King, and all of the dreams he had. They will learn about all of the things that Dr. King did in his life to accomplish his dreams.

In addition secondary students used iPads to individually research information about Dr. King and his contributions to our country. They also research and discussed the Civil Rights movement. Students also read and analyzed Dr. King's speech "I have a Dream". They had to choose a passage from the speech and memorize it.

CCLS English Language Arts Standard(s):

- Reading Standards for Informational Text
 - Key Ideas and Details: 1, 3
 - Integration of Knowledge and Ideas: 9
- Writing Standards
 - Text Types and Purposes: 1, 2
 - Production and Distribution of Writing: 4, 5

- Speaking and Listening Standards
 - Comprehension and Collaboration: 1, 2, 3
 - Presentation of Knowledge and Ideas: 4, 5, 6

CCLS Social Studies/Science Standards:

- A. Gathering, Using and Interpreting Evidence: 1
- B. Chronological Reasoning and Causation: 1, 2, 3, 4, 5, 6
- C. Comparison and Contextualization: 3, 4
- D. Geographic Reasoning: 1
- College and Career Readiness Anchor Standards for Reading (6-12): 1, 2, 7, 8, 10,
- Reading Standards for Informational Text (6-12): 1, 5, 6, 8
- College and Career Readiness Anchor Standards for Writing (6-12): 2, 4, 5, 6, 7, 8, 9, 10, 11
- Writing Standards (6-12): 2, 3, 4, 5, 6, 7, 8, 9, 10
- College and Career Readiness Anchor Standards for Speaking and Listening (6-12): 1, 2, 4, 5, 6
- Speaking and Listening Standards (6-12): 1, 2, 4, 5, 6
- College and Career Readiness Anchor Standards for Language (6-12): 1, 2, 3, 4, 5, 6
- Language Standards (6-12): 1, 2, 3, 4, 5, 6

NYS ESL Standards: 1, 2,3,4,5.

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

1. The teacher will carry out a Smart board lesson about Martin Luther King Jr. to gain background knowledge. Included in this lesson, the students will view a short video on the website brainpopjr.com of Dr. King. The teacher will also have a discussion with students about Dr. King's dreams.
2. The teacher will help students to create a brainstorm list of things that are important to them and their future dreams.
3. The teacher will read aloud an exemplar-writing piece about herself and her future dreams, so that students gain an understanding of what they will be expected to do for this task.

4. Students will use the guiding question sheet to complete their graphic organizers. The teacher will model the completion of each section of the graphic organizer for students to view.
5. Once the graphic organizers are completed, the teacher will assist students to proofread and edit their work.
6. Students will use their completed graphic organizers to complete their writing pieces. During this process, the teacher will model each paragraph for students.
7. Once the writing pieces are completed, the teacher will assist students to proofread and edit their work.
8. The teacher will carry out a mini lesson about reading comprehension questions, including inference types of questions.
9. The teacher will model the creation of reading comprehension questions, including inference questions. Then, Students will create 5 reading comprehension questions about their writing pieces.
10. Once the questions are completed, the teacher will assist students to proofread and edit their work.
11. Students will use the computer lab to type their writing pieces along with their reading comprehension questions.
12. Students will create a colorful illustration of themselves as their future dream (elementary).
13. In a collaborative effort with the secondary ESL Teacher, a very special day was held with all ELLs K-12. During this time, students were organized into collaborative groups to present their completed projects, and were video recorded for the eBook project.

Materials:

- Lined paper
- Pencils
- Brainstorm list
- computers
- exemplar writing piece (primary)
- exemplar writing piece (intermediate)
- graphic organizers
- guiding graphic organizer questions
- white board
- markers
- crayons
- Smart board

- iPad

Software/Internet sources:

- brainpopjr.com -elementary
- brainop.com - secondary
- Smart board notebook

Other References:

Reflection:

This was a wonderful collaborative project that all the kindergarten-grade 12 ELLs were able to participate. Students were able to learn about a great historical figure, Dr. Martin Luther King Jr., all of the accomplishments he made, and all of the dreams he had for our nation. In addition, students were able to provide background information regarding themselves and their families, as well as discuss ideas for their future dreams in a beautiful writing piece. All ELLs were able to share and present their completed projects with each other, and also participate in a variety of other activities.