

Celebration of Learning Experiences

June 7, 2013



Lesson Plan Booklet

This event has been made possible through the Long Island Regional Bilingual Education Resource Network & the Models Schools Programs of Eastern, Western & Nassau Country BOCES.

Table of Contents

June 7, 2013

Babylon UFSD

Liz Barry: **Culture Capsule**Page 1

Bayport Blue Point UFSD

Joanne Rosche: **Exploring Literary Elements**Page 4

Bethpage UFSD

Tracey Beechay: **All About Your Brain**.....Page 6

Laura Miniero: **Penguins: Facts and Fun**.....Page 9

Cold Spring Harbor CSD

Christine Copley: **Ben's Dream**Page 12

East Islip UFSD

Pamela Solomon & Romina Chacon: **Snowflake Bentley**.....Page 15

East Moriches UFSD

Marisa Aiello: **Common Core Module 1 Unit 2**Page 20

East Quogue UFSD

Carol Talmage: **Simple Machines**Page 22

East Rockaway School District

Athena Kallinikos: **Synopsis of Romeo and Juliet**Page 26

Melinda Best: **The Grand Canyon**.....Page 28

Elwood UFSD

Tricia Farrell: **US & North Korean Diplomacy**.....Page 33

Lisa Gorman: **Essential to Life...Human Rights**.....Page 36

Eastport-South Manor CSD

Jennifer Murray: **Our Stories**.....Page 41

Mihaela Kuhnle: **Poetry in the ESL Classroom**.....Page 44

Hauppauge UFSD

Deborah Frankson, Kathleen Munter,

Beverly Vandergoot and Linda Katsiotas

Virtual School Tour for New ESL Students.....Page 48

Island Trees UFSD

Jennifer Anderson: **Farm Animals**.....Page 50

Nelli Eschwege: **Desert Habitat**.....Page 52

Kings Park CSD

Liz Bellucci: **Human Rights**.....Page 56

Rosa Ciccarelli-Zimmer: **A Better World**.....Page 62

Lynbrook UFSD

Evelyn Daza: **US Coins**.....Page 83

Madelyn Torres: **Farm Animals**.....Page 85

Malverne UFSD

Lauren LaRocco: **Developing Descriptive Writing**.....Page 88

Manhasset UFSD

Lisa Greenwald and Adriana Marquez: **Opposites**.....Page 90

Massapequa UFSD

Lauren Kotler and Allison Siegfried **Inferencing**.....Page 91

Mattituck/Cutchogue UFSD

Denise Cheshire: **World History & American History**.....Page 94

Marie Ardolino: **Flight of the Butterflies**.....Page 96

North Bellmore Public Schools

Jennifer Fredrickson & Randee Colter: **Four Seasons**.....Page 99

Oyster Bay - East Norwich CSD

Ed Herrera: **La Celula**Page 101

Penny Koinis & Kim Kaufman: **Is It Biodegradable?**.....Page 102

Samantha Levy-Wehr: **Prepositions**.....Page 105

Sara Cuniglio: **Interviewing Successful People**.....Page 107

Port Jefferson UFSD

Regina Paquette: **How the Universe Was Created**.....Page 110

Sayville UFSD

Nancy Giogoa: **Can Chocolate Be Good For You**.....Page 113

Seaford UFSD

Anjana Mukerjea: **Character Traits**Page 118

Shoreham Wading River CSD

Patricia McCabe: **Exploring Our Community**Page 119

Three Village CSD

Gale Dawkins: **Exploring the Rain Forest**Page 122

Monica Aston: **Passport to the World**.....Page 126

Wantagh UFSD

Marisa Evert: **Homonyms**.....Page 130

West Islip UFSD

Vanessa Cabrera & Monica Krawczyk

Landmarks of New York.....Page 133

Babylon

June 7, 2013

Name: Elizabeth Barry

School: Babylon Jr./Sr. High School

Grade(s): 7-12

ESL Proficiency Level(s): Beginner - Transitional

Lesson Title: Culture Capsule

Description of Prior Learning: Students have done power-point presentations on their countries showing places of interest by downloading pictures and adding captions to their slides.

CCLS Language Arts Standard(s): (required) Knowledge of Language 8L3

CCLS Mathematics Standard(s): (if applicable)

CCLS Social Studies/Science Standards: (if applicable)

NYS ESL Standards (required) Standard 3-1

Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments.

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

1. Teacher explains the project to the students. Students will work with a partner and choose one topic in which they will compare and contrast this topic with the way things are done in their country and discuss human rights. They will prepare a power point presentation and then their project will be put into a book on the IPAD. At the end of the presentation each student will be videotaped speaking about education and human rights in their country. Students will have 5-7 class periods to complete the project.

2. Teacher hands students a template to follow and directs students to get together with their partner and decide on a topic. Teacher will give examples of topics.
3. Students will brainstorm with their partner and jot down notes on the template.
4. Students will be directed to the computers to begin working on their presentations. Students must follow the template to ensure that each topic is covered in their presentation.
5. When the power point is completed, students will download their projects onto the IPAD - Book Creator
6. Students will plan out what they will be talking about for the videotape. They will rehearse and practice pronunciation.
7. Students will be videotaped and then the video will be added to the presentation.
8. Sharing day - students will show their presentations to one another and then have a discussion on the topic of Education in their country compared to their observations of the United States.

Materials:

Culture Capsule Template

Computer with Microsoft Word

Software/Internet sources:

Book Creator for IPAD

Other References:

Reflection:

Students enjoyed this project very much. They all picked the same topic - Education. They utilized all 4 language skills: listening, speaking, reading and writing. Students learned a lot about different cultures from listening to one another. They were also utilizing new technology.

Name _____

Country _____

Due - Feb.26th, 2013

Culture Capsule - Checklist

- _____ Map of your country
- _____ School / uniform
- _____ Daily Schedule
- _____ Classroom (size # of students)
- _____ Grading
- _____ Special events/Customs
- _____ Tone of class/Attitudes
- _____ Extra-Curricular Activities
- _____ Gym
- _____ Studying English

Bayport Blue Point

June 7, 2013

Name: Joanne Rosche, ESL Teacher

School: Bayport-Blue Point High School

Grade(s): 11

ESL Proficiency Level(s): Intermediate (1 Student from Jordan/Arabic, 1 Student from France/French), Advanced (2 Students from Turkey/Turkish)

Lesson Title: Exploring Literary Elements

Description of Prior Learning and Lesson Objectives: Students have been working with literary elements such as characterization and theme through various readings in 11th grade regular English classes. They have also learned about Columbus through 10th grade global studies and ESL classes/BrainPop. ESL objectives within this lesson are for students to gain substantial knowledge of additional literary elements/poetic devices such as simile, metaphor, personification, foreshadowing and alliteration (through Columbus-based activities and other technology-based activities) in preparation for success on their upcoming English Regents exam.

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 (History: Columbus): 11.RIT.3
NYS ESL Standards: ESL 1.1, MST 2 (Information Systems), MST 2.IS1

Procedure:

1. Warm-up: Encourage students to review and discuss notes they've written in Notes App on ESL ipad after having read Encounter by Jane Yolen and viewed Columbus video/taken quiz on BrainPop.
2. Revisit Encounter through its illustrations and words that could be used for literary elements such as simile, metaphor, personification and foreshadowing. Read 1 line of text to illustrate/discuss with sts.

3. Direct sts. in listening exercise on ESL ipods: "Literary Elements Found in Songs" (music, photos, text).
4. Assessment: Discuss/summarize literary elements included in the ipod activity.
5. Confirm definitions on literary Elements/Poetic Devices hand-out.
6. Further Assessment: Smartboard Matching Activity: Sts. each choose a literary element to drag/match with its definition. On the following day sts. can be responsible for all definitions on a hard copy of this activity for a quiz grade.

Follow-up enhanced learning activities and assessments:

7. Differentiated learning assessment for history/Columbus through ESL methodologies: Sts. complete quiz created from 5 out of 10 most pertinent questions from BrainPop video quiz.
8. Additional assessment for literary elements/Columbus and illustrated literature-based: Sts. complete Quick Writes on Encounter including examples of its literary elements.
9. Work on Story Kit App on ipad: Each st. may pick a literary element from 1 of our ESL readings this year, then illustrate it through photos, text and personal recordings of definitions and chosen examples to create their own mini story books!

Materials:

ESL ipad, ESL ipods, Smartboard, laptop, Encounter by Jane Yolen, hand-outs: relevant questions from BrainPop quiz, literary elements/poetic devices sheet, follow-up Smartboard matching quiz.

Software/Internet sources:

BrainPop.com, ipad apps: "Notes" and "Story Kit", Youtube.com, Smartboard software for creating matching activity (Smart Notebook 11.0> Lesson Activity Toolkit 2.0> Activities> Key Word Match)

Reflection: ESL sts. were effectively able to draw on rich prior knowledge of history about Columbus and negative consequences of his western voyages as well as literary elements illustrated through literature as well as various technology-based activities. Hands-on practice with new ipad apps, ipods and Smartboard activities kept the sts. especially interested and engaged.

Bethpage

June 7, 2013

Name: Tracey Beechay

School: Kramer Lane Elementary School (Bethpage UFSD)

Grade(s): 4-5

ESL Proficiency Level(s): Beginner - Advanced

Lesson Title: All About Your Brain

Description of Prior Learning: Students in fourth and fifth grade have been learning about the human body and the different functions of various body parts/organs. After students have read about the nervous system and the parts and functions of the human brain, they created an e-book using the Book Creator application on the iPad. Students were given an opportunity to research facts and information about the brain from the provided reader.

CCLS Language Arts Standard(s):

CCSS.ELA-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.

CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.

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

ESL Standard(s):

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

- Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources.

Vocabulary - *automatically, brain stem, cerebrum, cerebellum, protect, neurons, message*

Procedure:

1. Brainstorm ideas about the brain with students.
2. Introduce vocabulary via SMART Board.
3. Guided reading with text.
4. Review concepts on SMART Board.
5. Write to complete graphic organizers, utilizing the text for evidence.
6. Use iPad application to portray characteristics and functions of the human brain.
7. Students share their facts and read their e-books about the brain.

Objective: Students will be able to describe the different parts and functions of the brain both orally and in writing.

Questions:

- What is the brain?
- What are the different parts and functions of the brain?
- Explain each part of the brain. What does each part control?

Materials:

- SMART Board
- iPad
- iPad Apps:
 - Book Creator
- Websites:
 - <http://www.brainpop.com/health/bodysystems/brain/preview.weml> (subscription based website)
 - <http://kidshealth.org/kid/htbw/brain.html> (FREE)
 - <http://kids.nationalgeographic.com/kids/games/puzzlesquizzes/quizyournoodle-the-brain/> (FREE)
 - <http://studyjams.scholastic.com/studyjams/jams/science/human-body/nervous-system.htm> (FREE)
 - Images from:
 - SMART Notebook gallery / Google images
 - Interactives from:
 - http://edheads.org/activities/brain_stimulation/swf/index.htm (FREE)
- Scholastic Vocabulary Readers Your Brain (6 pack)

○ Graphic Organizers from Teacher's Guide, pages
Software: SMART Notebook

References:

- Carothers, S. and Henke, E. (2003). *Human Body*. North Carolina: Carson-Dellosa Publishing Company.
- Sweeny, A. (2009). *Science Vocabulary Readers - Human Body*. New York: Scholastic Teaching Resources.
- New York State P-12 Common Core Learning Standards for English Language Arts & Literacy (2011).
http://www.p12.nysed.gov/ciai/common_core_standards/.
- New York State English as a Second Language Elementary Grades 2-4 Learning Standards and Performance Indicators (NYSED, 2004).
<http://www.p12.nysed.gov/biling/resource/ESL/standards.html>)

Reflection: The students greatly enjoyed learning about the different parts and functions of the brain. Furthermore, they were able to apply this newly gained knowledge, along with their savvy technology skills, in order to create an original e-book to present and share with the group.

Bethpage

June 7, 2013

Name: Laura Miniero

School: Kramer Lane Elementary School

Grade(s): 3-4

ESL Proficiency Level(s): Newcomers, Beginners, and Intermediate

Lesson Title: Penguins: Facts and Fun

Description of Prior Learning: Students are studying animal life cycles and adaptations as part of the third and fourth grade science curriculum.

CCLS Language Arts Standard(s):

Reading Standards for Informational Text K-5

- ☐ 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ☐ 4. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- ☐ 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing Standards K-5

- ☐ 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- ☐ 7. Conduct short research projects that build knowledge about a topic.

NYS ESL Standards:

Standard 1: Students will listen, speak, read, and write in English for Information and Understanding.

- ☐ 2. Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. Such sources include reference books, magazines, textbooks, the Internet, audio and

media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)

- 6. Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, facts, sequence, and details. (L, S, R, W)
- 7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include retelling, paraphrases, summaries, stories, brief reports, posters, picture summaries, charts, and other graphics. (S, W)

Science Standards:

- Science > Core Curriculum > 4.L1.1a - Animals need air, water, and food in order to live and thrive.
- Science > Core Curriculum > 4.L3.1a.1 - wings, legs, or fins enable some animals to seek shelter and escape predators the mouth, including teeth, jaws, and tongue, enables some animals to eat and drink
- Science > Core Curriculum > 4.L3.1a.4 - claws, shells, spines, feathers, fur, scales, and color of body covering enable some animals to protect themselves from predators and other environmental conditions, or enable them to obtain food
- Math, Science and Technology > Learning Standards > 4.L2.1 - recognize that traits of living things are both inherited and acquired or learned.

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

This was a 5 day unit on Penguins.

Students were introduced to unit vocabulary.

Teacher Read Aloud: *Penguins* by Kate Waters (Scholastic, 2009)

Students read: *Cool Penguins* by Jeff Bauer (Scholastic Science Vocabulary Readers, 2007) and summarized the text on a graphic organizer.

Students viewed videos about penguins and took notes on a web graphic organizer.

Students reviewed vocabulary by playing vocabulary based games on the SMART Board.

Students researched their own penguins on the iPad and completed a graphic organizer.

Students searched for images on the iPad and cropped them to be used in an application.

Students wrote their facts in sentence frames, typed them, inserted their images, and recorded them in the StoryKit app as an e-book about their penguin.

Students shared their work with the class.

Materials:

- ◇ *Penguins* by Kate Waters (Scholastic, 2009)
- ◇ *Cool Penguins* by Jeff Bauer (Scholastic Science Vocabulary Readers, 2007)
- ◇ SMART Board
- ◇ iPads & iPad camera
- ◇ Web graphic organizer
- ◇ Various teacher made graphic organizers and hand-outs

Software/Internet sources:

- ◇ iPad Applications (Apps)
 - Discovery Education Mobile App
 - Storykit App
- ◇ <http://www.penguinworld.com/types/>
- ◇ <http://kids.nationalgeographic.com/kids/animals/creaturefeature/emperor-penguin/>
- ◇ <http://kids.nationalgeographic.com/kids/animals/creaturefeature/adelie-penguin/>
- ◇ <http://app.discoveryeducation.com/explore>
- ◇ Google Images

Student Work:

- ◇ Newcomer: <http://iphone.childrenslibrary.org/cgi-bin/view.py?b=auydrz5zwmpfg7hkpfhh>
- ◇ Beginner: <http://iphone.childrenslibrary.org/cgi-bin/view.py?b=p2kwkkkggyq5nvurl3p72>
- ◇ Intermediate: <http://iphone.childrenslibrary.org/cgi-bin/view.py?b=5zrjttgkom2pwpyeawjj>

Reflection:

Students were able to develop an understanding of grade-level vocabulary through various supportive activities: images, videos, nonfiction texts, graphic organizers, and vocabulary activities.

Cold Spring Harbor

June 7, 2013

Name: Christine Copley

School: Lloyd Harbor School

Grade(s):3-6

ESL Proficiency Level(s):Intermediate- Advanced

Lesson Title: Ben's Dream

Description of Prior Learning:

Students have read some of Chris Van Allsburg's books as part of an author study in ESL. They have also read about natural and man-made landmarks around the world.

CCLS Language Arts Standard(s): Writing Standards

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - di. e. Provide a conclusion that follows from the narrated experiences or events.
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 two pages in a single sitting.
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.
 - a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

NYS ESL Standards

Standard 1: Students will listen, speak, read and write in English for information and understanding. PI: 1,7,16

Standard 2: Students will listen, speak, read, and write for literary response, enjoyment, and expression. PI: 1,2,5,7,8,9,10,11,12

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

Teacher:

Reads the book "Ben's Dream" by Chris Van Allsburg

Has the students guess the monuments Ben is visiting in his dream.

Talks about where these monuments are in the world and has students find them on a world map.

Assigns a monument for each student to research from the book

Assigns a page of the book to write about what is happening including facts about the monument.

teacher helps students edit what they wrote.

Takes pictures of the pages of the book and inserts them into the Book Creator app on the iPad.

Shows students how to use the Book Creator on the iPad.

Assigns the students to take turns typing what they wrote.

Assigns students to read and record what they wrote on the Book Creator app.

plugs the iPad into the SmartBoard and presents the project.

Students:

listen to the story "Ben's Dream"

guess and talk about the monuments Ben visits in his dream

talk about where these monuments are and finds these places on a map

is assigned a monument to research and writes down 3 facts about the monument

writes what Ben is experiencing in the story including the facts they found about the monument.

take turns typing the edited version of what they wrote.

read and record what they typed.

watch the finished project on the SmartBoard.

Materials:

"Ben's Dream" by Chris Van Allsburg

iPad with the Book Creator app

Computer
SmartBoard
world map

Software/Internet sources:

<http://kids.nationalgeographic.com/kids/photos/us-monuments/>

http://www.nationsonline.org/oneworld/most_famous_landmarks2.htm

Reflection: Students loved working on this project because it was a fun way to research, learn and write about monuments. This project could also be done with junior and senior high school students.

East Islip

June 7, 2013

Name: Pamela Solomon and Romina Chacon

School: Connetquot Elementary School (East Islip)

Grade(s): 4th and 5th

ESL Proficiency Level(s): Intermediate and Advanced

Lesson Title: Snowflake Bentley

Description of Prior Learning: The ELLs read and took notes on a non-fiction leveled reader "Water Cycle and Weather." They utilized the SVES (Stephens Vocabulary Elaboration Strategy) to promote the acquisition of new vocabulary words. These new words are reviewed and discussed often in order for the students to integrate them into their working vocabularies. The ELL's created a Tree Map (Thinking Map) graphic organizer to summarize sections of this science reader. In order to create a deeper understanding of the water cycle and how snowflakes are formed, we watched several videos of the water cycle and snowflake formation on our SMART Board. Students had the opportunity to watch and listen to the book "The Story of Snow" from the Tumble books website. The water cycle process was reinforced by using a Water Cycle App on the I pad, as well.

Additionally, the class attempted to complete an experiment outlined in "The Story of Snow". It was unsuccessful.

CCLS Language Arts Standard(s):

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

RI4. 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

RI4.4: Determine the meaning of general and domain-specific words or phrases in a text relevant to grade 4 topic or subject area.

CCLS Science Standards: NYS State Standard 4: The Physical Setting

Performance Indicator 2.1:

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

To describe the relationship among air, water, and land on Earth.

Major Understandings:

2.1a Weather is the condition of the outside air at a particular moment.

2.1b Weather can be described and measured by:

- temperature
- wind speed and direction
- form and amount of precipitation
- general sky conditions (cloudy, sunny, partly cloudy)

2.1c Water is recycled by natural processes on Earth.

- evaporation: changing of water (liquid) into water vapor (gas)
- condensation: changing of water vapor (gas) into water (liquid)
- precipitation: rain, sleet, snow, hail
- runoff: water flowing on Earth's surface
- groundwater: water that moves downward into the ground

NYS ESL Standards:

ESL 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.

2. Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources.

5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning.

ESL STANDARD 2:

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

Performance Indicator: 1. Read, listen to, view, write about, and discuss a variety of literature of different genres.

3. Recognize some features that distinguish some genres and use those features to aid comprehension. (L, R)

ESL STANDARD 3:

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

Performance Indicator: 7. Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information.

9. Apply learning strategies to examine, interpret, and evaluate a variety of materials.

ESL STANDARD 4:

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

Performance Indicator: 4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S)

6. Understand and use a variety of oral communication strategies in American English for various social and academic purposes.

7. Follow oral and written directions to participate in classroom and social activities. (L, R)

10. Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)

12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.

Procedure:

My ELLS read and orally shared the biography, "Snowflake Bentley" (Treasures). Protocols including anchor charts, debriefing, cold calls, think-pair-share, and turn and talk were utilized throughout this unit in order for all students to understand the gist and most important details of Wilson Bentley's life and purpose. Students completed close reads on several pages of the biography. Next, they wrote the gist of these important events using post-its. The ELL's sequenced the life of Snowflake Bentley on the SMART Board. They answered

comprehension questions based on Snowflake Bentley. Their responses included details from the text. They will utilize a Checklist for Writing anchor chart to edit their writing. Once all students completed the comprehension question activity, the class shared their responses. Additionally, the ELL's answered Discussion card #4 (How did Wilson Bentley's hard work and dedication *inspire* you?) and shared their thoughts as a group. Finally, the students submitted an Exit Ticket (One thing I learned and one question I have...) before they left class. As an extension, my ELL's summarized the Water Cycle using their Tree map organizer.

Materials: Read-alouds (see Bibliography), 4th grade Treasures textbook, teacher-made comprehension cards and discussion cards, Tree map graphic organizers (Thinking maps), chart paper for anchor charts,

Software/Internet sources:

Videos:

- Scholastic Study Jams "Water Cycle"
- Discovery.com "Snow"
- You Tube "Snowflake Watching"

I pad-Water Cycle App

Tumblebooks: The Story of Snow

SMART Board-Sequence chart based on the life of Snowflake Bentley

Other references: Bibliography

Water and Cycle and Weather (Science Reader) by Harrison James

The Story of Snow by Mark Cassino with Jon Nelson

Snowflake Bentley by Jacqueline Briggs Martin

The Secret Life of a Snowflake: An Up-close Look at the Art and Science of

Snowflake by Kenneth Libbrecht

Snow Crystals by Wilson Bentley

A Drop of Water: A Book of Science and Wonder by Walter Wick

What's the Weather by Melissa Stewart

The Kids Book of Weather Forecasting by Mark Breen and Kathleen Friestad

Reflection: ELLs were engaged and motivated throughout this unit. My students enjoyed conducting the snowflake experiment. This lesson successfully integrated CCLS, NYS ESL standards and CCLS science standards for fourth grade.

East Moriches

June 7, 2013

Name: Marisa Aiello

School: East Moriches

Grade: 5

ESL Proficiency Level: All

Lesson Title: NYS Common Core Grade 5 ELA Module 1 Unit 2

Description of Prior Learning: Reading complex texts for understanding, Map /Globe Skills, Multicultural knowledge.

CCLS Language Arts Standard(s): NYSP12 CCSS RI.5.1,RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.3, RL 5.1, RL 5.2, RL 5.3, RL 5.4, RL 5.5, RL 5.6, W. 5.2, W. 5.3, W. 5.4, W. 5.5, W. 5.6, W. 5.7, W. 5.9, SL. 5.1, SL. 5.9, L 5.1, L 5.2, L 5.4, L 5.5, L 5.6,

CCLS Mathematics Standard(s): none

CCLS Social Studies/Science Standards: R.I.5.1, R.I.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.9, L.5.1, L.5.2,

NYS ESL Standards (NLAP/HLAP):

Procedure: In this module, students will develop their ability to read *Inside Esperanza Rising*, by Pam Munoz Ryan. Students will be given background knowledge of Mexico past and present, Immigration, and Immigrants. Students will come to understand divides within a culture or subculture. They will also be able to understand complex text as they consider the challenges of fictional and non-fictional immigrants & their cultures. As they continue to move through the novel, they will focus on how particular incidents move the story forward and reveal aspects of Esperanza, analyzing how critical incidents reveal the dynamic nature of the main character. Students will analyze critical incidents during the Great Depression. The novel will challenge students to consider the impact when life circumstances change. Students will also use informational text to learn more

about the history of the United States during the Great Depression and compare and contrast then and now.

Materials: Esperanza Rising, by Pam Munoz Ryan, Smartboard, handouts

Software/Internet sources: Smartnotebook, Smarttech Lesson Plan, Scholastic.com, Google Images, History.com, Discovery Education.com, Wordreference.com

Other References: <http://engageny.org/resource/new-york-state-bilingual-common-core-initiative>, <http://engageny.org/common-core/>

Reflection: Students will gain a considerable amount of knowledge in ELA and SS with the unifying theme of immigrants' experiences. The close reading of the selected literature will allow for greater understanding. Reading the informational text regarding the immigration and the migrant worker experience helps the student to have a clearer visual picture of the overall novel.

Learning Objectives

At the end of this lesson, students will be able to:

- analyze and identify the structural elements of the novel
- Describe Esperanza's growth in maturity and understanding
- Recognize the social distances that separate Esperanza and her family from farm workers and peasants in Mexico and the migrants from other citizens in the United States
- Understand some of the reasons for Mexican immigration to the United States after the
 - Mexican Revolution and during the Great Depression
- Appreciate why some of the farm laborers want to strike, while others do not, even when they are sympathetic to the strikers and their goals
- Describe the working conditions for farm laborers in the 1930s and explain why the farmers and growers do not pay more or provide better living accommodations
- Understand the competition for work among the various groups of farm laborers
- Explore the attitudes in the United States toward the farm laborers and especially toward those from Mexico
- Analyze the role of the Great Depression and the internal migration of farm laborers in the development of the U.S. Government policy of repatriating Mexican

Workers during the Great Depression

East Quogue

June 7, 2013

Name: Carol Talmage

School: East Quogue

Grades: 3&4

New Language Arts Progressions: Emerging/Transitional

Lesson Title: Simple Machines

Description of Prior Learning: The students' prior knowledge of machines by literary stories of how they will move a large animal from a zoo.

Description: The Simple Machines lesson will introduce students to language needed to be successful for the Common Core NYS Science Test Grade 4.

NYS Bilingual Common Core Initiative:

SL 1.2 COMPREHENSION AND COLLABORATION.

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

a. Reading Science & Technical Subjects (RST)

b. Writing (W)

c. Reading for information (RI)

d. Writing in History/Social Studies, Science & Technical Subjects (WHST)

NYS Common Core Anchor Standards for ELA & Literacy

1. Anchor Standards for Speaking and Listening

a. comprehension and collaboration

b. presentation of knowledge and ideas

2. Anchor Standards for Language
 - a. conventions of standard English
 - b. knowledge of language
 - c. vocabulary acquisition and use
3. Anchor Standards for Reading
 - a. key ideas and details
 - b. craft and structure
 - c. integration of knowledge and ideas
 - d. range of reading and level of text complexity
 - e. responding to literature
4. Anchor Standards for Writing
 - a. text types and purposes
 - b. production and distribution of writing

Daily Objective

1. Concept Objective
 - a. The students will understand interrelationships, among science, technology, and activity and how they affect the world.
2. Lesson Content
 - a. The students will examine how certain tools work, and how they are made to perform specific jobs.
 - b. The students will see how simple machines make work easier, and how they are applied and combined in familiar tools and machines.
 - c. There are six basic simple machines: lever, pulley, wheel-and-axle, inclined plane, wedge, and screw.
3. Skill Objective
 - a. The students will be able to name the six types of simple machines.

Procedure:

Anticipatory Set:

1. Raise your hand if you have ever been to a zoo?
2. What are some of the largest animals you saw while at the zoo?
3. Imagine the zookeeper came up to you and said they needed your help to move one of the largest animals. What would say and suggest?
4. Think about it first.
5. Now share it with the person beside you.
6. What are some of the ways you would suggest to the zookeeper?

Sequencing Activities:

7. Some of you suggested the use of a machine to help move the animal.
8. What do you think of when you hear the word machine?
9. Why do we use machines?
10. All machines are designed to make work easier.
11. All machines regardless of their complexity are made up of at least one of the six simple machines.
12. Does anyone know what a simple machine is?
A simple machine is made up of one or more parts that make work easier.
13. The students will view the website with the SmartBoard to read the definitions of the six simple machines.
14. After viewing the website, the class will discuss the six simple machines. The class will collaborate ideas and write definitions for the six simple machines with the direction of the teacher.
15. Each student can draw six pictures of someone using the six simple machines. The student must identify the simple machine that is in each picture. The students can write two sentences explaining their drawings. The student can share his/her work with the rest of the class.

Assessment/Evaluation:

The worksheet and drawings.

Closure:

Why do we use levers, wedges, inclined planes, screws, pulleys, wheels and axles?

Why do we use simple machines?

What is a simple machine?

Assignment/Homework:

Tonight, you are going to go on a simple machine field trip around your house. You need to find an example of each simple machine and answer two questions.

1. What room in your house has the most simple machines?
2. What room in your house has the least simple machines?

Materials: Student Simple Machines Journal

Software/Internet sources: SmartBoard

www.BrainPopJr.com

www.BrainPop.com

www.msichicago.org

www.edheads.org Simple Machines

Other References:

www.readingaz.com

Simple Machines

Tools

Books for Students

Non-fiction

- The Science Book of Machines by Neil Ardley
- Making Mad Machines by Jen Greening
- Simple Machines by Rae Bains
- Tools by Venice Shone
- The Toolbox by Anne and Harlow Rockwell
- Toolbox by Gail Gibbons
- Bikes by Gail Gibbons
- Things That Go by Gail Gibbons

Invention Topics

- Be an Inventor by Barbara Taylor

Fiction

- Bicycle Man by Allen Say
- The Carrot Seed by Ruth Krauss
- Doctor DeSoto by William Steig
- Mike Mulligan and His Steam Shovel by Virginia Lee Burton

Poetry

- The Book of Foolish Machinery by Donna Luge Pape

Reflection: The students enjoyed learning the six simple machines and were pleased to identify and define the six simple machines. The fourth graders are preparing for their class field trip to a science museum that has an interactive simple machines exhibit.

East Rockaway

June 7, 2013

Name: Athena Kallinikos

School: East Rockaway High School

Grade: 8th

ESL Proficiency Level: Intermediate

Lesson Title: Synopsis of Romeo and Juliet

Description of Prior Learning: The students read the play in English 8 and in ESL we reinforced the play with an abridged version for better understanding. They also studied Shakespeare in SS8 and viewed a short video bio on Shakespeare in BrainPop.com

CCLS Language Arts Standard(s): RL.8.3, W.8.3 SL.8.6 L.8.1 RL8.7

CCLS Social Studies - RH.6-8.5

NYS ESL Standards - Standards 1,2.4 and 5

Procedure:

- Teacher pushed-into English 8 class while ELLs read "Romeo and Juliet"
 - ESL teacher followed up with abridged American version of play in ESL
 - ELLs wrote a synopsis of play in Book Creator app
 - Students chose one scene to role-play as teacher video-taped using iPad
 - As follow-up, used Dice Lite app to create dice with characters names.
- Students then provided a description of character they landed on recalling details from the play

Materials: Two Books "Romeo and Juliet" English version/American abridged version

iPad with apps (Book Creator, Camera, Free Books and Make Dice Lite)

Software/Internet sources: see list of Materials above and website: BrainPop.com

Other References: SS8 text; students had prior knowledge of Shakespeare from reading about him in their Social Studies textbook and viewing short video in BrainPop.com

Reflection:

ELLs had a better understanding of play after reading the abridged version. The girls enjoyed roleplaying their favorite scene from the abridged version of the play. They had a deeper understanding of the characters and they clearly understood the dispute between the two families and the role each character played.

East Rockaway

June 7, 2013

Name: Melinda Best

School: Centre Ave. School East Rockaway

Grade(s): 3/4

ESL Proficiency Level(s): Advanced

Lesson Title: Let Us Persuade You to Go to the Grand Canyon

Description of Prior Learning: Prior to these lesson students have written other persuasive essays, without using fact based research. The have used graphic organizers to plan their writing. Students also read an Easy English News article about a National Park that was similar to the Grand Canyon. Students have used websites for research.

CCLS Language Arts Standard(s):

ELA

CCLS RI.3.4, RI3.7, RI3.10

RI 4.7, RI4.9, RI4.10

CCLS W.3.1, W.3.4, W.3.5

W.4.1, W4.4, W4.5

NYS ESL Standards

Standard 1 - Performance Indicators 1, 2,3,7,10,13

Standard 3 - Performance Indicators 1, 3, 6, 8

Standard 4 - Performance Indicator 4, 7, 10

Procedure:

- Explain to students that they will be conducting research on the Grand Canyon in order to persuade someone to go visit. They will be using the iPads to access the websites for research.
- Elicit any prior knowledge and write it on chart or SmartBoard.
- Distribute the Grand Canyon Research Sheet; explain that in pairs they will be reading information about the Grand Canyon and writing down at least 3 facts from each website that they find interesting.
- Show the following web addresses on the Smartboard, tell the students to type the website into the search bar.

- Tell the students work with their partner taking turns reading aloud information about the Grand Canyon, completing the Grand Canyon Research Sheet.
- Distribute the fact/ opinion graphic organizer. Ask the students to read through their facts about the Grand Canyon and choose the 4 facts they find most interesting. Copy those facts onto the fact/opinion (reason) sheet.
- Tell the students to work individually to write an opinion about why each fact would persuade someone to go to the Grand Canyon. Show examples.
- Distribute the Persuasive paragraph graphic organizer; students complete each box, with guidance and examples from the teacher, using their own facts and opinions.
- Students use the paragraph graphic organizer to write a good copy in their notebooks. Teacher conferences with students to edit and students revise.
- give a demonstration of how to create a postcard in photocard by, plugging the iPad into the Smartboard, including searching for photos of the Grand Canyon, and saving the photos to the iPad.
- Ask students to type their persuasive paragraphs into the postcard and choose a photograph they want to support their writing.
- Plug Ipad into Smartboard to demonstrate how to use the Book Creator App.
- Have each student create a "page" in Bookcreator - one side showing their post card and on the other inserting a picture of themselves with a recording of them reading their persuasive paragraph.

Materials: Websites, research fact finding sheets, fact opinion graphic organizers, persuasive paragraph graphic organizers, notebooks, iPad apps -Postcard Maker and Book Creator.

Software/Internet sources:

<http://www.worldbookonline.com/kids/home>

<http://www.sciencekids.co.nz/sciencefacts/animals/gorilla.html>

Other References: Easy English News March 2013 - Antelope Canyon

Reflection:

Because the ELL students have not completed many research projects, rather than assigning them each a natural wonder to research I assigned all of them to research the Grand Canyon, that way they could pair up and we could have class discussions about the work. Student really enjoyed using the Ipad, however, typing their persuasive essays in was time consuming, and so we had to do some rotational work while each individual was using the iPad. It would be great to have more.

Name: _____

Grand Canyon Research Sheet

Name of Natural

Wonder: _____

Where is it?

Describe it:

In complete sentences list 3 interesting facts about Grand Canyon :

1

2

3

Fact and Opinion

Write your topic at the top. Add details to each column.

Fact	Opinion

Persuasive Paragraph

What you want someone to do?

Fact 1 *and* the reason that fact would persuade

Fact 2 *and* the reason that fact would persuade

Fact 3 *and* the reason that fact would persuade

What should the person do?

Elwood

June 7, 2013

Name: Tricia Farrell

School: John Glenn High School

Grade(s): 9 - 10

ESL Proficiency Level(s): Transitional

Lesson Title: Can the the U.S. and North Korea resolve the tensions between them through diplomacy?

Description of Prior Learning:

This particular lesson is the third day sequence of a topic dealing with an article from The New York Times Upfront magazine, dated April 22, 2013. The students spent two days reading the article, discussing it and answering questions about it. The lesson was also supplemented with an NBC news broadcast as well as a video segment regarding the history of Korea. The students will be applying the information learned to analyze and evaluate the effectiveness of a sports star as a diplomat.

CCLS Language Arts Standard(s):

1. CCSS.Reading for Informational Text 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. A. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
2. CCSS.Reading Standards for Informational Text 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
3. CCSS. Reading Standards for Informational Text 9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

4. CCSS. Reading Standards for Informational Text 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
5. CCSS. Writing Standards 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
6. CCSS. Writing Standards 9-10.6 Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCLS Mathematics Standard(s): (if applicable)

CCLS Social Studies/Science Standards: (if applicable)

1. CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
2. CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
3. CCSS.ELA-Literacy.RH.9-10.6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

NYS ESL Standards (required)

1. Standard 1: Students will listen, speak, read and write in English for information and understanding. PI 2, 5, 6, 9, 10, 12, 13
2. Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation. PI 2, 3, 5, 7
3. Standard 4: Students will listen, speak, read and write in English for classroom and social interaction. PI 3, 7, 9, 10

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

The Do Now will activate prior knowledge as well as invite thought on the topic of the lesson. The topic being current is engaging to the students and relates to both Social Studies and English content. I will monitor activity and direct student focus as well as provide time limits to ensure completion of the lesson. Students will begin the lesson by recording their responses to the Do Now on the Chromebook Google Document that I share with them. The students will explain the authors' points of view and messages in both the text and the political cartoon. We will review

the elements cartoonists use to convey their point of view, then they will closely examine the cartoon, identifying elements used by the cartoonist to convey the theme in pairs. They may discuss the elements and then choose the ideas they record for the class to see on the Google Document. Finally they will evaluate the opinions expressed by the authors, using specific details from the Upfront article as a homework assignment.

Materials (Software/Internet sources)

Article at <http://upfront.scholastic.com> , April 22, 2013 Issue pp 6 -7, 24 (cartoon)

Notebook software file (hardcopy attached)

Google Documents file (hardcopy attached)

Reflection:

The students were able to identify the elements the cartoonist uses and interpret the words of the author and the message of the cartoonist. They evaluated the opinions, supporting their reasons with examples. Their English language skills are still developing and there are errors in their writing, however they were able to convey their thoughts and used information from the article and cartoon, which was the objective. The students were actively engaged as evidenced by their participation and written comments in the Chromebook Google Document. Each student was actively engaged during the lesson in understanding the usage of the cartoon elements. In addition each completed the final assignment demonstrating that they were able to analyze the article and cartoon as well as provide a thoughtful evaluation of the potential of Dennis Rodman to effectively act as diplomat for the United States.

Elwood

June 7, 2013

Name: Lisa Gorman

School: Elwood Middle School

Grade: Eight

ESL Proficiency Level(s): Beginner-Transitional

Lesson Title: Essential to Life: Human Rights

Description of Prior Learning: Students had very little knowledge about human rights. Most had studied about slavery in American History so I used that as a starting point.

CCLS Language Arts Standard(s):

- 8.SL.1 Engage effectively in a range of collaborative discussions...
- 8.RIT.2 Determine a central idea of a text and analyze...
- 8.SL.5 Integrate multimedia and visual displays into presentations...
- 8.W.4 Produce clear and coherent writing...
- 8.L.2 Demonstrate command of the conventions of standard English...

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

Motivation: Class discussion of reasons people come to America, why students came to this country, and what things they can do here that children in some other places are not able to do.

Vocabulary: hero, defender, stereotype, child soldier, non violence, boycott, bonded labor, activist, dignity

Discussion: What are Human Rights? Review the Universal Declaration of Human Rights and watch videos at <http://www.youthforhumanrights.org>
Review timeline and discuss history of human rights. Watch documentary: *The Story of Human Rights*

Display and discuss the quote by Nelson Mandela, "No one is born hating another person because of the color of his skin, or his background, or his religion. People

must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite."

Introduce human rights violations: <http://www.youthforhumanrights.org/voices-for-human-rights/human-rights-abuses.html>

Student research (See assignment below)

Read "Anonymous" page 74-77 in Speak Truth to Power. Watch and discuss videos-

- The "lost boys" refugees of Sudan
- Acid attacks on Sudanese women
- Sudanese women jailed for wearing pants

Lesson on children's rights and child labor, see:
<http://curriculum.rfkcenter.org/curriculums/35?locale=en>

Distribute appropriate chapters (such as Wangari Maathai, STP page 122 and Kailash Satyarthi, STP page 130) for students to read, swap, and discuss.

Review stolen childhoods and watch interview with Satyarthi.

(Resources available through:
http://s3.amazonaws.com/speaktruth/resources/157/NYSUT_STTP_curriculum.pdf

View music video: <http://www.youthforhumanrights.org/educators/downloads.html>

Assessment: Essay (See assignment below)

Materials: Computers with internet access including Google and Google docs, Smart Board, ipad with camera and video camera, ipad cable for Smart Board hook-up, Speak Truth to Power book and excerpts and Defenders Curriculum, assignment sheets (included below)

Software: Story Kit, Story Creator and Book Creator apps for ipad

References:

http://s3.amazonaws.com/speaktruth/resources/157/NYSUT_STTP_curriculum.pdf
<http://curriculum.rfkcenter.org/curriculums/34?locale=en>
<http://www.youthforhumanrights.org/what-are-human-rights/videos/right-to-life.html>
<http://www.humanrights.com/home.html>
<http://www.youthforhumanrights.org/voices-for-human-rights.html>
http://www.youthforhumanrights.org/sites/default/files/YHRI_you-are-problem-solver.pdf
http://www.youthforhumanrights.org/sites/default/files/YHRI_kangaroo-court.pdf
<http://www.youthforhumanrights.org/sites/default/files/YHRI-Educator-Kit-Posters.pdf>

[http://www.hrusa.org/thisismyhome/resources/HR%20principles%20RGB%20\(framework%20p1\).pdf](http://www.hrusa.org/thisismyhome/resources/HR%20principles%20RGB%20(framework%20p1).pdf)

Reflection: This project developed over several weeks because student interest was high and the valuable resources available are numerous. Students at each level of English language proficiency were able to participate and gain meaningful vocabulary and knowledge. Students shared information they discovered on various websites and in newspapers. They peer edited essays and made significant contributions to class discussions. They collaborated by rehearsing with and filming each other. They were excited to see their story posted on our class website. (<http://iphone.childrenslibrary.org/cgi-bin/view.py?b=peeiyt4qgpqux4ttvele>)

Name _____ Date _____
Mrs. Gorman ESL

Speak Truth to Power

Visit the following sites to review the basic human rights:

<http://www.youthforhumanrights.org/voices-for-human-rights.html>

[http://www.hrusa.org/thisismyhome/resources/HR%20principles%20RGB%20\(framework%20p1\).pdf](http://www.hrusa.org/thisismyhome/resources/HR%20principles%20RGB%20(framework%20p1).pdf)

Then answer these questions in your notebook:

- What does it mean to be fully human? How is that different from just "being alive" or "surviving"?
- Based on the list of human rights, what do people need to live in dignity?
- Are all human beings essentially equal? What is the value of human differences?
- Can any of our "essential" human qualities be taken from us? For example, only human beings can communicate with complex language; are you human if you lose the power of speech?
- What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?
- What would happen if you had to give up one of these human necessities?
- What is dignity? Is your dignity hurt when others do not respect you? How does it feel to you?
- Did you face injustices, unfairness, or other human rights violations before moving to the US? After moving?

Name _____ Date _____
Mrs. Gorman _____ ESL _____

Human Rights

Write an essay in which you use class discussions and the research you have done to:

- Explore the development of protected human rights from a historical perspective as well as present-day declarations, conventions and covenants and the continuing evolution of human rights knowledge, the various challenges to the full enjoyment of human rights, and the factors that contribute to human rights abuse.
- Discuss real life situations, questioning the barriers and structures that prevent the full enjoyment of rights and freedoms.
- Recognize the struggles of others as fellow human beings seeking to meet basic needs and respond to human rights violations.
- Reflect on values such as justice, equality and fairness
- Explain how we can move toward an understanding among and between different groups.
- Inspire people to integrate human rights principles into their individual lives and social institutions, and to support and defend human rights as a tool for sustainable social change

Your essay should be two to three pages in length and include a full heading at the top. Also include a clear introduction that lets the reader know your topic. Each supporting paragraph should have a topic sentence, informative, detailed supporting sentences, and a summary sentence. Write a conclusion that leaves an impression on the reader. Be sure to develop your essay using facts, details, and examples from your research. Double space, using at least 12 point Geneva or Times New Roman. Remember to proofread!

Eastport South Manor

June 7, 2013

Name: Jennifer Murray

School: Eastport Elementary

Grade(s): 2 - 4

ESL Proficiency Level(s): Intermediate, Advanced

Lesson Title: "Our Stories"

Description of Prior Learning:

This project is a culmination of the writing experiences the students have engaged in this year. These are mostly narratives about personal stories or topics that interest students. My students have worked very hard, and I am very proud of the final product!

CCLS Language Arts Standard(s): (required)

READING STANDARDS: FOUNDATIONAL SKILLS

- (3) Know and apply grade-level phonics and word analysis skills in decoding words.
- (4) Read with sufficient accuracy and fluency to support comprehension.

WRITING STANDARDS:

- (3) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- (4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- (5) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

LANGUAGE STANDARDS:

- (1) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- (2) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- (3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCLS Mathematics Standard(s): (if applicable) N/A

CCLS Social Studies/Science Standards: (if applicable) N/A

NYS ESL Standards (required)

- **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.

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

Students have engaged in the writing process to brainstorm, draft, edit, revise and publish several stories. I have been supporting the students to help them organize their ideas and craft well-developed stories. I also assisted students in revising and editing as necessary. Students will illustrate final pieces for publication in Book Creator!

Materials:

Notebooks/paper

Drawing/coloring tools (crayons, markers, etc.)

iPad

BookCreator software

Software/Internet sources:

BookCreator software

(con't)

Reflection:

My students love to put *themselves* into their writing. I am always excited to see how each student expresses him/herself through writing and artwork. Not

only do my students have an opportunity to “show off” their writing and language skills through creative writing, but they also have the freedom to be as creative as they wish to be. I allow my students to let their ideas flow freely while their imaginations run wild. I get a glimpse into my students' lives, and I get a strong sense of their emotions when I read their work. This mode of expression is valuable in so many ways. My students put tremendous effort into this sort of assignment because it is a true expression of their individuality. I am so happy to be able to share this with you today!

Eastport South Manor

June 7, 2013

Name: Mihaela Kuhnle

School: Eastport South Manor HS

Grade(s): 8-12

Proficiency Level(s): Beginner, Intermediate, Advanced

Lesson Title: Poetry in the ESL classroom

Description of Prior Learning: Students had different degrees of exposure to this type of literature. Some were familiar with it and had basic knowledge of the different types of poetry, the structure of a poem, and some poetic devices, while others had never studied poetry before.

CCLS Language Arts Standard(s): (required)

Reading Standards for Literature gr. 9-10

Key Ideas and Details:

2. Determine a theme or central idea of a text, and analyze its development

Craft and Structure:

4. Determine the meaning of words and phrases as they are used in
The text, including figurative and connotative meanings

Range of Reading and Level of Text Complexity:

10. Read and comprehend literature, (poems) in the grade band text complexity proficiently with scaffolding as needed.

Writing Standards gr. 9-10

Text Types and Purposes

- 3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

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

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.

Speaking and Listening Standards gr. 9-10

Presentation of Knowledge and Ideas:

7. Adapt speech to a variety of contexts and tasks, demonstrating Command of formal English

Language Standards gr. 9-10

Conventions of Standard English:

1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking
2. Demonstrate command of the conventions of standard English capitalization, punctuations, and spelling when writing

CCLS Mathematics Standard(s): (if applicable)

Vocabulary Acquisition and Use

4. Determine and clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
5. Demonstrate understanding of figurative language, word relationship, And nuances in word meanings

NYS ESL Standards (required)

Standard 2:

Students will listen, speak, read, and write in English for literary response, enjoyment, and expression (PI 1, 3, 4, 5, 6,8,10)

Standard 4:

Students will listen, speak, read, and write in English for classroom and social interaction (PI 2, 7, 9, 10)

Standard 5:

Students will demonstrate cross-cultural knowledge and understanding (PI 3, 5, 6)

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

The teacher took the role of facilitator in this project as most of the planning was student centered. The teacher modeled reading different types of poetry, introduced the format for a variety of poems (from Couplets, to Cinquains, Diamante, Haiku, Biopoems, Telephone Number Poem, I Don't Know How to Write a Poem poems, Alliteration Poems, and Concrete Poems), and introduced students to basic poetic devices. The greatest challenge was to make students understand that writing poetry is a constant revision of thoughts and word choices in order to

deliver a message or a set of emotions. I tried to bring in poetry that they could connect with on a personal level.

Students completed the following tasks:

1. Tell the difference between prose and poetry
2. List the parts of a poem
3. Identify poetic devices such as: alliteration, rhyme, rhythm, repetition, simile, metaphor, personification, onomatopoeia
4. Create the following types of poems: I Am, Phone Number, Cinquain, Diamante, Concrete, Haiku, and I don't Know How to Write a Poem.
5. Recite and analyze selected poems at their level of linguistic proficiency (see list above)
6. Choose native language poems by well-known national poet
7. Write a biographical note on a national poet
8. Create sound files and showcase best work in Class Poetry Collection (Book Creator)
9. Create a Power Point Poetry Portfolio
10. Write a Reflective Journal to sum up the unit experience and make recommendations

Materials: Shel Sylvertein poetry, Online Poetry Creator, Robert Frost Poems, poetry examples mainly from internet sources.

Software/Internet sources: Book Creator for iPad, Power Point

http://www.readwritethink.org/files/resources/p-as_docs/PoetryandProse.pdf

<http://www.youtube.com/watch?v=1TZCP6OqRIE>

<http://www.slideshare.net/wicaksana/the-giving-tree-3293089>

<http://destross.com/diamante.html>

<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>

<http://www.poeticterminology.net>

Other References:

Poems read in class and analyzed:

Her Daddy's Hands by Angela Johnson

My Grandmother's Coat by Tony Medina

The Giving Tree by Shel Silverstein (beginner/intermediate)

Acquainted With the Night by Robert Frost

Reflection: This was a 5 week poetry unit that culminated with a class collection of poetry published with the Book Creator Application for iPad.

It was my first attempt at poetry with ESL students where the unit was designed from the creation aspect of poetry rather than the analysis of it. In the course of

the 4 weeks devoted to the theme, a number of objectives have been attained. Students were given an overall introduction to poetry, pointing out the main differences between prose and poetry and were introduced to the basic elements of poetry and poetic devices. Most of the work though was focused on understanding poetry and writing poetry with scaffolding and support. Many of the students, including some of the beginners, enjoyed to various degrees the challenge of writing poetry, and had the opportunity to showcase their best work in the Book Creator Collection of Poems, as well as in Power Point Presentations (beginners and intermediates). Students were also asked to reflect on their learning at the end of the unit, when a Reflective Journal was added to their final project as a required piece. The evaluation of their work was done through a teacher designed rubric that the students were introduced to prior to the commencement of their Poetry Portfolios or Power Point Presentations.

I believe that in general terms the unit was successful, primarily because it showed students that they too can write poetry, can have fun writing it, and can rise to the challenges of creating pieces that reflect their thinking, character, aspirations, weaknesses and strengths.

The unit challenged students to employ higher order thinking skills, to look beyond the literal meaning of words, to add more complex words to their existing vocabulary repertoire.

Hauppauge

June 7, 2013

Name: Deborah Frankson, Kathleen Munter, Beverly Vandergoot,
and Linda Katsiotas

School: Hauppauge School District

Grade(s): K-8

ESL Proficiency Level(s): All

Lesson Title: Virtual School Tour for New ESL students

Description of Prior Learning: Ability to: understand basic vocabulary, name school items and locations, write simple sentences, use verbal language for describing and identifying.

CCLS Language Arts Standards:

- SL.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.
- SL.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- W.2 - Write informative/explanatory text to examine a topic and convey ideas and information clearly.
- L.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

NYS ESL Standards:

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

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

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

1. Students brainstorm to decide what the most important aspects of the school are, for new students to know.

2. Students write a plan of action (list of steps they need to take to produce the presentation).
3. Students use the IPAD camera to take photos around the school which will automatically go into "Camera Roll."
4. Add title, credits, and artwork as decided by students by photographing them with the IPAD (as in step 3) OR that can be done inside the Book Creator App.
5. Download Voicethread or Book Creator.
6. For Voice Thread: At the bottom of the screen, go to "create" and insert pictures from "Library."
7. For Book Creator: Go to the bottom of the screen and click on the "plus" sign to create a new book. Once you have started the new book, use the "plus" sign on the top right to insert pictures and text. Use the "i" in the top right corner to change font and page color.
8. Students write information about each picture on index cards.
9. For Voice Thread: Students record their prepared information over appropriate photos. For Book Creator, students type their words into the appropriate text boxes and record their voices as they read the text pages.
10. Send your project through email. For Voicethread, use "share." For Book Creator, click the cloud icon, and then email pdf. You will be able to print it out.

Materials:

IPAD

Book Creator App for IPAD

Voice Thread App for IPAD

Index cards

Software/Internet sources:

Voice Thread APP

Book Creator

IPAD

Reflection: With simple modifications, this worked well across all the grade levels and across all the proficiency levels.

Island Trees

June 7, 2013

Jennifer Anderson

ESL Proficiency Level: Beginners

J. Fred Sparke School

Grade: Kindergarten

Lesson Title: Farm Animals

Description of Prior Learning: This is an introductory lesson to build background knowledge of farm animals, the sounds they make, where they live and some interesting facts about them.

CCLS Language Arts Standards:

Reading Literature: K.RL.1

Reading: Informational Text: K.RIT.1, 5, 7

Reading Foundational Skills: K.RFS.1

Writing: K.W.2

Speaking and Listening: K.SL.2, 4, 6

Language: K.L.1, 2, 5

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:

1. The teacher will introduce 5 farm animals through observing the website www.Pebblego.com.
2. The students will understand facts about farm animals.

3. The students will use library books as another source of information, and also make the home-school connection.
4. The students will begin to make a farm book.
5. The students will write one fact about a farm animal using age appropriate writing skills.
6. The students will use chants and songs that pertain to the farm. Singing "Old MacDonald" and "Down on the Farm" encourage students to participate and build their confidence with oral language.
7. The students will create a farm mural where they will illustrate and label pictures of items they have learned about on a farm.
8. The students will use the FaceTalk App where they will become the voice of the animal that they have written about. The students will read their facts as their voices are recorded.

Materials: iPad, various farm/animal books, chart paper, crayons, pencils, scissors, Promethean board, vocabulary pictures.

Software/Internet sources: www.youtube.com, www.Pebblego.com, FaceTalk App, Book Creator App

This is a unit on the Farm. It took about one week to complete. The students really enjoyed using the FaceTalk app. I think it's something I can use for many projects in my class. I also liked using the BookCreator app as well.

Island Trees

June 7, 2013

Teacher: Nelli Eschwege

Topic: Desert Habitat

Grade: 2

Level: Intermediate, Advanced

Time: 45 minutes

New York State Common Core Learning Standards for English Language Arts and Literacy:

2.RIT.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ESL Standards:

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.

Objectives:

Students will be able to read the passage and answer comprehension questions.
Students will write a short response.

Motivation:

Teacher will bring a small terrarium to show students a part of a desert habitat.

Materials:

- Vocabulary words
- Desert Life p.56,57
- Adapting to the Desert p.58,59
(Nonfiction Reading Practice, Grade 2, by Evan-Moor Corp.)
- Pencils
- Writing paper
- Desert Habitat Jeopardy

Vocabulary:Desert Life

desert
dry
plants
roots
stems
leaves
special
kangaroo rat

Adapting to the Desert

adapt
desert
centimeters
climate
roots
spread
soil
stems
sprout
meat-eaters
dew

Procedure:

1. Students will sit around the table.
2. Teacher will introduce the topic for the day.
3. Teacher will introduce vocabulary words.
4. Teacher will give directions and explain the task.
5. Students will go to their reading stations in groups of 2.
6. Students will take turns to read the passage and answer questions.
7. Students will write a short response.
8. Students will present their answers to the class.
9. Students will review vocabulary words and facts by playing Desert Habitat Jeopardy.

Follow-up:

Students will write a letter to a friend, explaining what they have learned about deserts.

Assessment: Students will be assessed based on their ability to follow directions, listen, read, write and speak.

Some parts of this lesson will be modified based on students' needs.

Name_____Date_____

Title: _____

Tell what you learned about desert plants.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Name_____Date_____

Title: _____

Tell something you learned about animals that live in a desert.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Kings Park

June 7, 2013

Name: Liz Bellucci

School: Kings Park High School

Grade(s): 9th-12th

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

Lesson Title: What are human rights and why are they important?

Description of Prior Learning: Students learned about Martin Luther King and the Civil Rights Movement. (Beginners watch "History of Human Rights", in Spanish at their homes the night prior.

CCLS Language Arts Standard(s):

- 9-12.RIT.8
- 9-12.W.2
- 9-12.SL.1
- 9-12.L.1

Social Studies Learning Standards:

- 5, Key Idea 2.

NYS ESL Standards:

- 9-12.1
- 9-12.3
- 9-12.4
- 9-12.5

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

Do Now

1. What are human rights? Give examples? Why are they important? Share and discuss as a class. Provide beginners with a translated list of key words, (human rights, respect, equality, freedom etc.)

Activities

2. Video, "History of Human Rights." Youthforhumanrights.com

Read through listening comprehension questions 1-7. Watch Video.

Pause/Rewind to ensure all students answer listening comprehension questions 1-7.

3. Discussion

Read through 30 human rights with students, provide examples to clarify, including individual videos on youth for humanrights.org

- In your opinion what are the most important human rights?
Write down 3 and provide reasons why.
- Read your partner's paper. Do you agree or disagree, why?
- Share with the class.

Closure

4. What are human rights and why are they important?

Homework

Write an essay. Include an introduction, 2-body paragraph and a conclusion.

1st body paragraph= What are human rights and why are they important?

2nd body paragraph= Discuss the history or current state of human rights in the country you are from. Compare and contrast with the United States.

Materials: Smart board, Computers (9 total)

Software/Internet sources: [www. Youthforhumanrights.org](http://www.Youthforhumanrights.org)

Other References: Follow up activities: Find an article dealing with human rights from a newspaper or a magazine. Discuss the history of human rights in your country. For example, The United States Civil Rights Movement

Reflection:

- This lesson was very interesting for my advanced students. They were able to successfully understand and discuss human rights. Comparing human rights in the U.S. to human rights in their own countries was a little more difficult. Some students were very aware of human right violations in the countries they are from and some had no idea. In the future I would have them research human rights struggles in their own countries as a 2nd part of the lesson.
- My beginners struggled with the discussion aspect of this lesson. Despite the translated vocabulary and video, their lack of education in their first language made it difficult for them to understand the concept.
- All of my students were able to draw parallels between MLK Jr. and his fight for Civil Rights and the list of 30 human rights. Even my beginners mentioned his "I have a dream," speech upon hearing the translation of the words, freedom and equality.

Human Rights

- 1) All people are born free and equal**
- 2) Don't discriminate**
- 3) Right to life**
- 4) No slavery**
- 5) No torture**
- 6) You have rights no matter where you go**
- 7) We are all equal before the law**
- 8) We are all protected by the law**
- 9) No unfair detainment. (You can not be put in jail for a unfair and unjust reason.)**
- 10) We all have the right to a fair trial**
- 11) We are all innocent until proven guilty**
- 12) We have the right to privacy**
- 13) Freedom to move where you want**
- 14) The right to seek a safe place to live**
- 15) The right to a nationality**

- 16) The right to marry who you choose and have children**
- 17) We all have ownership rights**
- 18) Freedom of thought**
- 19) Freedom of expression**
- 20) Right to assembly**
- 21) Right to democracy**
- 22) Right to social security**
- 23) Worker's rights.**
- 24) We all have the right to play**
- 25) We all have the right to have food and shelter**
- 26) Right to an education**
- 27) Copyrights**
- 28) Fair and free world**
- 29) The right to take responsibility**
- 30) No one can take away your rights**

Name_____

Date_____

What are human rights?

Write examples of human rights. Write as many as you can.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

Name_____

Date_____

1. What are human rights?

2. What does universal mean?

3. What are natural rights?

4. How many human rights are there?

5. What is the United Nations? Where is it located?

6. What is the Universal Declaration of Human Rights?

7. Name two people that fought for human rights.

Kings Park

June 7, 2013

Name: Rosa Ismail

School: Fort Salonga Elementary School

Grade: Grades 1-2

ESL Proficiency Level(s): I/A

Project Title: A Better World



Description of Prior Learning:

Depending on grade and proficiency level of course, students should have some experience with: listening for information, MSWord and typing capabilities, ability to write and edit sentences and short paragraphs that include their personal feelings and opinions based on facts/information/evidence gathered from texts.

CCLS Language Arts Standard(s)

CCSS.ELA-Literacy.SL.1.1. & 1.6: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. & Produce complete sentences when appropriate to task and situation.

CCSS.ELA-Literacy.SL.2.2, 2.3, 2.5: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. & Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.RL.1.1, 1.2, & 1.4 Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. & Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-Literacy.RI.2.2 & 2.6: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. & Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-Literacy.RF.1.1 & 1.4: Demonstrate understanding of the organization and basic features of print. & Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.W.2.1, 2.2, 2.5, 2.6, 2.7, & 2.8: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). & Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.L.1.1 & 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.


Preparation for Gr.6-12 Writing for Science, S.S., Tech...


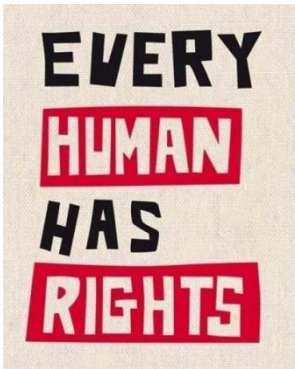
- research to build & present knowledge: conduct short research projects to answer a question (including a self-generated question), drawing on several sources , allow for multiple avenues of exploration, gather relevant information from multiple print and digital sources, draw evidence from informational texts to support analysis reflection, and research.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.


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 2:** English for literary response, enjoyment, and expression requires that students develop the knowledge and skills in English to read and understand rich literature that ranges from classical to contemporary, and includes works representing a variety of cultures.
- **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.
- **Standard 5:** English for cross-cultural knowledge and understanding articulates the components of acquiring a "second culture" in both social and academic contexts.

Procedures:

What the Teacher Does	What the Students Do	
	Content Objectives	Language Objectives
<p>Man in the Mirror:</p> <p>-listen to the song <i>Man in the Mirror</i> by Michael Jackson</p> <p>-listen to the song <i>Man in the Mirror</i> by Michael Jackson again 1-2 more times</p>  <p>-<u>Your opinion:</u></p> <p>Teacher and students read and review (clarify language/meaning) of the song.</p> <p>Students record their own opinion of how to improve the world.</p>	<p>-What did you hear in the song?</p> <p><i>ie: Students tell some information that they heard in the song</i></p>	<p>-Use full sentences to orally tell something they heard in the song</p> <p><i>ie: I heard the singer say he wants to make a change.</i></p>
	<p>- individually fill-in the missing information in the cloze lyrics</p> <p>-regroup with teacher to edit/correct own cloze</p> <p><i>ie: "Pretending not to see <u>their</u> needs"</i></p>	<p>-listen to words (sight words, sounds/phonemes + stretch out the sounds, etc.) and try to write the correct words on the lines</p> <p>-analyze the missing words</p> <p><i>ie: homophones- their/there/they're; been/bin; compound words-nothing</i></p>
	<p>- What is the message of the song? What do you think the author (singer) wants to convey? How can you make a change? Discuss the message with students/teacher</p> <p>-students are recorded using the iPad (video/audio) saying how they can make a personal change</p> <p>-students listen/view their own message and create a written 'transcript' (write-edit-publish)</p> <p><i>ie: "I'm looking at the man in the mirror and I'm going to make a change. I am going to..."</i></p>	<p>- Use full sentences to orally tell what they believe the message (moral) of the song is and what the singer wants the listeners to know/understand. Talk about how they can each make a personal change to improve the world.</p> <p>-oral review of words/phrases: <i>quiet on the set, actor/actress, action, take one, background...</i></p> <p><i>ie:</i></p> <p>-use "going to" instead of 'gonna'</p> <p>-contractions: <i>I'm, that's, I've</i></p> <p>-gender use: <i>man/woman; boy/girl</i></p>

<p>Human Rights:</p> <p>-Ask students “What are Human Rights?”</p> <p>-<u>Guided View</u>: Teacher watches video with students and pauses frequently to ask questions and ask for student comments:</p>  <p>-<u>Shared Write</u>: Teacher acts as facilitator and typist for students as they dictate cooperatively a definition/their explanation for Human Rights</p> 	<p>-students try to define this using background knowledge and/or defining one word at a time</p> <p>-students try to answer questions orally based on video</p> <p><i>According to the video, do you think it is easy to define Human Rights? Why do you think that? When did Human Rights begin? Who does HR affect? How many HR are there? Who should have HR? Why is that your opinion? What are some HR? Why did some people not want HR for everyone? Why did they feel this way?...</i></p> <p>What are human rights? <i>Human rights are not easy to define or explain. They are the things that you should naturally do because they are the right thing to do. They are the rights that all people in the universe have. Human rights are the freedoms that everyone in the world should have. They help us to all be equal and treated fairly.</i></p>	<p>-Use full sentences to orally define Human Rights.</p> <p><i>ie: Human means people, not animals or plants. Rights mean things you are allowed to do.</i></p> <p>-Use full sentences, including evidence from the video, to orally answer questions.</p> <p><i>ie; I think HR are... There are 30 HR. HR are for every person in the world. HR began...</i></p> <p>-use proper grammar and mechanics to form full/complete sentences</p> <p><i>ie: We need a period at the end of this sentence. Don't forget finger space between each word. We must use the verb “are” when referring Human Rights because they are more than one (plural).</i></p> <p>-create a well organized paragraph with a topic sentence and supporting details based on facts/evidence gathered from the video</p> <p><i>ie: In the video it said all people in the universe are human and should be treated fairly.</i></p>
--	---	---

<p>-<u>Your opinion:</u></p> <p>Teacher and students read and review (clarify language/meaning) of each HR. Teacher asks “Which HR do you think is the most important? Write a short paragraph that tells why you think this.”</p>  <p>-Students record their own opinion about the most important Human Right.</p>	<p>-Students take turns reading aloud with teacher and explaining and/or giving examples to help clarify each HR</p> <p>-Students write a rough draft of their opinion.</p> <p>-Students work with peers, teacher and other resources (posters, dictionaries, video captions, etc.) to revise and edit their written opinion. Then use MSWord to publish them.</p> <p><i>ie: I think the most important Human Right is No One Can Take Away your Human Rights. I believe this because if people take away your human rights you will lose your freedom. You could end up being a slave or having a boss tell you how to live. It is important to know your Human Rights and make sure everyone in the world has them</i></p> <p>-Students use iPad to record themselves (video/audio) reading their opinion paragraphs.</p>	<p>-create a well organized paragraph with a topic sentence and supporting details based on facts/evidence gathered from the video that clearly explain their own opinion</p> <p>-use proper grammar and mechanics to form full/complete sentences and paragraph</p> <p><i>ie:</i></p> <p><i>“ the video said everyone should be free so that means nobody can tell me what to do ”</i></p> <p><i>“I have to remember to start each sentence with a capital, use finger space between the words and use the correct end punctuation to complete each sentence”</i></p> <p>-oral review of words/phrases: <i>quiet on the set, actor/actress, action, take one, background, re-read/practice the script...</i></p>
---	---	---

Materials:

- computer with Smart Board (for note-taking, internet connection, etc.)
- iPad
- ELMO (to show how to make a transcript: listen and write what they hear)
- pencils, erasers, paper, editing pens (colored)

Software/Internet Resources:

- Book Creator iPad app
- Smart Board software
- Microsoft Word
- Windows Moviemaker



Other References:

- core curriculum standards (www.engageNY.com)
- NYSESLAT writing/speaking rubrics to guide instruction (www.nysed.gov)
- Video/audio of Michael Jackson's song *Man in the Mirror* (www.youtube.com)
- What are Human Rights? (video) <http://www.youthforhumanrights.org/what-are-human-rights.html>
- List of 30 Human Rights <http://www.un.org/en/documents/udhr/>

Reflections:

*The Book Creator app on the iPad was useful but since it was my first time using it, I found it frustrating as well. I could not use music unless it was in my iTunes music list and since my district does not allow me to sync/use iTunes; I could not use this feature. ☹ I ended up also making a video with Windows Moviemaker because I feel more comfortable with program and the finished project is easier to "distribute" and view. ☺

*Most of my students do not have experience using an iPad so now that I feel more comfortable using it myself, I think next time I would have them be more involved in the recording and creation of the final digital projects.

*I used the ELMO to show how to listen and write what they hear which was helpful-to see it exactly how they would write (using pencil & paper), however it was not as clear as it could have been had I been just typing as I listened and displaying it on the Smart Board as well.

Some Essential Questions:

- Why do you think the singer chose Man in the Mirror as the title of his song?
- What would be another good title the singer might choose for his song? What evidence from the lyrics of the song supports your title?
- What details from the song show you that the singer thinks that starting with yourself is a good idea? How does this help make the world a better place?
- Do you think it was a good idea for the Human Rights to be written down and explained for the whole world? Why/Why not?
- Would you do anything to protect someone's Human Rights? Would you tell a lie if it would save a person from being hurt? Explain.
- How would you explain Human Rights to a small child? Use evidence/details from the text to help.
- If you could add another Human Right to the list of 30, what would it be? Why? Explain.

Extension Activities:

- Students write a well-organized paragraph about their opinion: another human right that they think is important and why.
- Students create their own book (picture book with labels, captions, or lots of text- depending on ability) with the title How Can You Make a Difference? Students will interview friends and family, take notes and create a book (or eBook) of suggestions on how others can make the world a better place.
- Students write a well-organized Fact Based Essay (as per NYSESLAT rubrics) describing what Human Rights are and then choosing two as the most important in their opinion.

Students should use facts gathered from the list of thirty human rights as well as their own words in their essay.

- Students create a chart of the contractions they found in the song *Man in the Mirror* and add more that they know and/or research on their own.



Contraction	? + ?
didn't	did + not
I'm	I + am
it's	it + is
...	...

Name: _____ Date: _____ Gr. _____

Your Opinion

Answer the questions using full sentences.

What do you think is the most important Human Right? Why do you feel that way? Explain.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Making a Change

Grade 1 ESL Student: Ani Hunanyan

Grade 2 ESL Students: David Guerrero, Mikael Raza & Kevin Zheng



Ani: I'm starting with the girl in the mirror. I'm asking her to change her ways. I'm going to give food to people who are poor. That will make a difference.

David: I'm starting with the man in the mirror. I'm going to make a change. I'm going to make a change by stop crossing around people and help them.

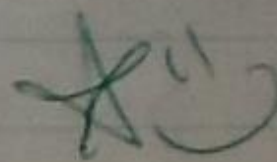


Mikael: I'm starting with the man in the mirror. I'm going to make a change. I'm going to play with poor people that don't have anything.

Kevin: I'm starting with the man in the mirror. I'm going to make a change by being a better person, by thinking before I speak.

I'm starting with the man in the
mirror. I'm going to make ^a change.
I'm going to play with poor people
that don't have anything.

Student Sample: Grade 2 student
writes transcript as they listen to
and watch their own video.



Name: _____ Date: _____ Gr. _____

Man in the Mirror

By Michael Jackson

lyrics cloze

Ooh ooh ooh aah
Gotta make a change
For once in my life
It's gonna feel real good
Gonna make a difference
Gonna make it _____

As I turned up the collar on
A favorite winter coat
This wind is blowin' my mind
I see the kids in the street
With not enough to eat
Who am I to be blind
Pretending not to see _____ needs

A summer's disregard
A broken bottle top
And a one man's soul
They follow each other
On the wind ya' know
'Cause they got _____ to go
That's why I want you to know

I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have _____ any clearer
If you wanna make the world a better place
Take a look at yourself and then make a change, yey
Na na na, na na na, na na na na oh ho

I've been a victim of
A _____ kinda love
It's time that I realize
There are some with no home
Not a nickel to loan
Could it be really me pretending that they're not alone

Student Sample: Grade 2 student listens to song and completes cloze. Then self edits.

Man in the Mirror By Michael Jackson

Ooh ooh ooh aah
Gotta make a change
For once in my life
It's gonna feel real good
Gonna make a difference
Gonna make it _____

night

As I turned up the collar on
A favorite winter coat
This wind is blowin' my mind
I see the kids in the street
With not enough to eat
Who am I to be blind
Pretending not to see _____

their
their

needs

A summer's disregard
A broken bottle top
And a one man's soul
They follow each other
On the wind ya' know
'Cause they got _____

nowhere
no

where

to go

That's why I want you to know

I'm starting with the man in the mirror

I'm asking him to change his ways

And no message could have _____ been _____ any clearer

If you wanna make the world a better place

Take a look at yourself and then make a change, yey

Na na na, na na na, na na na na oh ho

I've been a victim of

A selfish kinda love

It's time that I realize

There are some with no home

Not a nickel to loan

Could it be really pretending that they're not alone

LYRICS: **Man in the Mirror**

Ooh ooh ooh aah
Gotta make a change
For once in my life
It's gonna feel real good
Gonna make a difference
Gonna make it right

As I turned up the collar on
A favorite winter coat
This wind is blowin' my mind
I see the kids in the street
With not enough to eat
Who am I to be blind
Pretending not to see their needs

A summer's disregard
A broken bottle top
And a one man's soul
They follow each other
On the wind ya' know
'Cause they got nowhere to go
That's why I want you to know

I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have been any clearer
If you wanna make the world a better place
Take a look at yourself and then make a
change, yey
Na na na, na na na, na na na na oh ho

I've been a victim of
A selfish kinda love
It's time that I realize
There are some with no home
Not a nickel to loan
Could it be really pretending that they're not
alone

A willow deeply scarred
Somebody's broken heart
And a washed out dream
(Washed out dream)
They follow the pattern of the wind ya' see
'Cause they got no place to be
That's why I'm starting with me

I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have been any clearer
If you wanna make the world a better place
Take a look at yourself and then make a
change

I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have been any clearer
If you wanna make the world a better place
Take a look at yourself and then make that
change

I'm starting with the man in the mirror
(Man in the mirror, oh yeah)
I'm asking him to change his ways, yeah
(Change)
No message could have been any clearer
If you wanna make the world a better place
Take a look at yourself and then make the
change
You gotta get it right, while you got the time
'Cause when you close your heart
(You can't close your, your mind)
Then you close your mind

(That man, that man, that man) 2x
(With the man in the mirror, oh yeah)
(That man you know, that man you know)
(That man you know, that man you know)
I'm asking him to change his ways
(Change)
No message could have been any clearer
If you wanna make the world a better place
Take a look at yourself then make that change

(Na na na, na na na, na na na na)
Ooh
Oh yeah
Yeah yeah yeah yeah yeah yeah
(Na na na, na na na, na na na na)

Oh no, Oh no, I'm gonna make a change
It's gonna feel real good
Sure mon
(Change)

Just lift yourself
You know, you got to stop it yourself
(Yeah)
Oh
Make that change
(I gotta make that change today, oh)
(Man in the mirror)
You got to, you got to not let yourself, brother
oh Yeah

You know that
(Make that change)
(I gotta make that make me then make)
You got, you got to move

Sure mon, sure mon
You got to
(Stand up, stand up, stand up)
Make that change
Stand up and lift yourself, now
(Man in the mirror)
Make that change
(Gonna make that change, sure mon)
(Man in the mirror)
You know it, you know it, you know it, you
know
(Change)
Make that change

HUMAN RIGHTS

Human Rights for All

Grade 2 ESL Students: David Guerrero, Mikael Raza & Kevin Zheng

What are human rights? Human rights are not easy to define or explain. They are the things that you should naturally do because they are the right thing to do. They are the rights that all people in the universe have. Human rights are the freedoms that everyone in the world should have. They help us to all be equal and treated fairly.

~~~David, Mikael & Kevin

I think that the most important Human Right is Food and Shelter for All. I believe this because every human should have his or her own house and food. If nobody had a house or food, they would die. If someone had a house and food and someone else did not have a house or food, then it would not be fair. Every person in the world should have shelter and food.

~~~David

I think that the most important Human Right is Freedom to Move. I believe this because if someone gets robbed they can go to another country to start a new life there and if you have family members there, you can live with them. Also, you'll have money because your family can help you. This is why this is a good Human Right.

~~~Mikael

I think the most important Human Right is No One Can Take Away your Human Rights. I believe this because if people take away your human rights you will lose your freedom. You could end up being a slave or having a boss tell you how to live. It is important to know your Human Rights and make sure everyone in the world has them.

~~~Kevin

Human rights are for everyone in the universe. It doesn't matter where you come from, what you look like, or what language you speak. We all deserve our Human Rights!

~~~David, Mikael & Kevin

What are human rights?

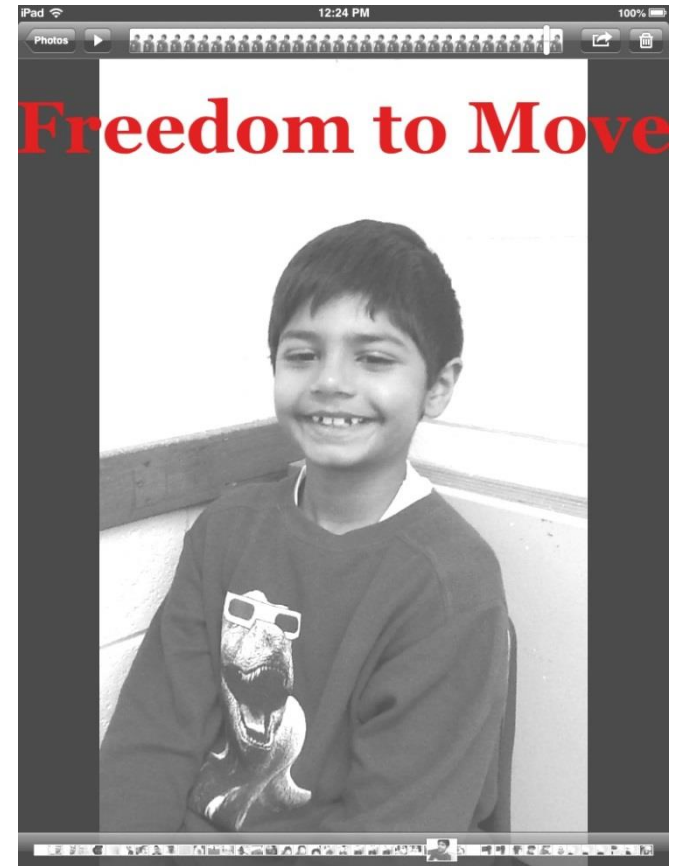
Human rights are not easy to define or explain. They are the things that you should naturally do because they are the right thing to do. They are the rights that all people in the universe have. Human rights are the freedoms that everyone in the world should have. They help us to all be equal and treated fairly.

(Explained By: David, Kevin, & Mikael)

A Wonderful Human Right

By: Mikael Raza 3/1/13

I think that the most important Human Right is Freedom to Move. I believe this because if someone gets robbed they can go to another country to start a new life there and if you have family members there you can live with them. Also, you'll have money because your family can help you. That's why this is a good Human Right.



Human Rights for Everyone

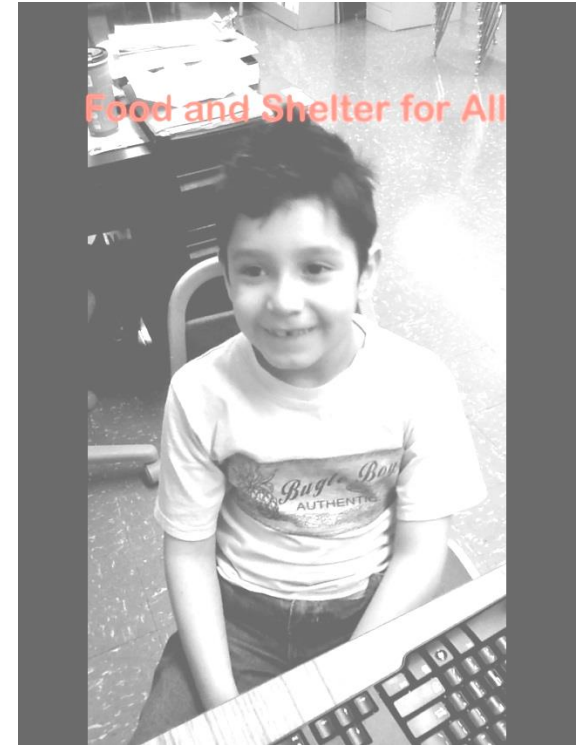
By: Kevin Zheng 3/1/13

I think the most important Human Right is No One Can Take Away your Human Rights. I believe this because if people take away your human rights you will lose your freedom. You could end up being a slave or having a boss tell you how to live. It is important to know your Human Rights and make sure everyone in the world has them.

Food and Shelter for Everyone in the World

By: David Guerrero 3/1/13

I think that the most important Human Right is Food and Shelter for All. I believe this because every human should have his or her own house and food. If nobody had a house or food they would die. If someone had a house and food and someone else did not have a house or food, then it would not be fair. Every person in the world should have shelter and food.



YOUR HUMAN RIGHTS

- 1. We Are All Born Free and Equal**
- 2. Don't Discriminate**
- 3. The Right to Life**
- 4. No Slavery**
- 5. No Torture**
- 6. You Have Rights No Matter Where You Go**
- 7. We're All Equal Before the Law**
- 8. Your Human Rights Are Protected by Law**
- 9. No Unfair Detainment**
- 10. The Right to Trial**
- 11. We're Always Innocent Till Proven Guilty**
- 12. The Right to Privacy**
- 13. Freedom to Move**
- 14. The Right to Seek a Safe Place to Live**

- 15. Right to a Nationality**
- 16. Marriage and Family**
- 17. The Right to Your Own Things**
- 18. Freedom of Thought**
- 19. Freedom of Expression**
- 20. The Right to Public Assembly**
- 21. The Right to Democracy**
- 22. Social Security**
- 23. Workers' Rights**
- 24. The Right to Play**
- 25. Food and Shelter for All**
- 26. The Right to Education**
- 27. Copyright**
- 28. A Fair and Free World**
- 29. Responsibility**

Lynbrook

June 7, 2013

Name: Evelyn Daza

School: West End School

Grade(s): 3rd & 4th grade

ESL Proficiency Level(s): High Beginner level

Lesson Title: U.S. Coins

Description of Prior Learning:

Students have been working on math word problems in their classrooms. These word problems use money terminology that new students have not been exposed to previously.

CCLS Language Arts Standard(s): (required)

RI.3.1 & RI.3.4

SL.3.1 & SL.3.6

CCLS Mathematics Standard(s): (if applicable)

2.MD.C.8

NYS ESL Standards (required)

Standard 1, Standard 4

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

- Read Aloud book "Coins"
- I will name the coins on big book as students repeat the names after me several times the label each coin with its name and amount represented by said coin.
- Attributes of each coin will also be discussed as we read the big book.
- Students will be given a bag of actual coins (realia). They will practice new vocabulary by giving me coin that I ask for and follow script given.
ex: I will model the statement
"Please give me a penny" - student will respond "here is a penny"
- Students will practice names of coins and amounts each one represents by using the Amazing Coin app on the IPAD.
- Students will give me coins representing money amount requested orally
- Differentiation: Students that can fluently recall names and amounts of coins will make amounts of money by using Count Money app.
- Closing: Students will independently complete teacher-created worksheets as well as SuperTeacher worksheets.

Materials:

Book "Coins" by Rigby

Ziploc Bag of actual coins

Superteacher worksheets for coins

Self- created worksheets

IPAD

Amazing Coin app

Learn Money app

Reflection:

I enjoyed this lesson which has to be done with beginner students when introducing them to American currency. This lesson is easy to differentiate for beginners all the way to advanced level ELLs. Students will use apps various times until they have mastered names of coins and amounts each one represents. Next time I do this lesson I would use the VGA cable and project it on the Starboard.

Lynbrook

June 7, 2013

Teacher: Madelyn Torres

Lesson Topic: Farm Animals

Grade: Kindergarten

Objectives:

Content: To acquire new vocabulary related to farm animals.

Language: reading/writing: reading for information, left to right, using visual cues and beginning letter sound recognition to decipher words, use of invented spelling for writing exercises.

speaking/listening: enhance listening skills as they listen to one another speak and read, oral expression during classroom interactions related to topic.

CCLS Language Arts Standard(s):

Key ideas and Details- number 1

Integration of Knowledge and Ideas- number 7

Range of Reading and Level of Text Complexity- #10

Responding to Literature- number 11

NYS Standards Addressed:

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 enjoyment, response, and expression.

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

Literature: On The Farm, written by Karen Clevidence

Materials: -Newcomer books, visuals and manipulatives: large sized chart of farm with removable animal cards in slots, picture cards, real life toy farm and plastic farm animals.

-Worksheets (differentiated for individual student needs)

-IPad- You Tube age- appropriate video of "Old MacDonald Had A Farm"

- apps/games to reinforce lesson objectives including "Farm Sounds", Touch and Discover Animals", "I Hear Ewe", "Animal Game"

-Audio tape and read along book for listening center

Procedures:

Introductory Activity: Begin the discussion by eliciting prior knowledge about pigs. As I make reference to a previous lesson on The Three Little Pigs, I will ask students, "Do pigs actually live in houses?" "Where do they really live?" Elicit responses. Show the picture card of a farm. Say the word and students will repeat. Tap into real life experiences; ask them if any of them have ever been to a farm. What can we see in a farm? Ask them to name other animals that may live on a farm and allow them to answer as best they can- in the native language if needed or by giving us descriptions, such as the sounds they make.

Activities: Introduce Manipulative Chart 2- the setting of a farm. Point to the barn, fence, grass, etc. and introduce the words as they repeat them. Display the animal cards onto the chart as I name them one by one and invite volunteers to offer the names as well if known. Have them repeat the names of the animals in English. Encourage active participation. Show the children how to place the animal cards in the slots. Have them form a line and give them an animal card to hold and name as they place it in a slot of their choice.

Introduce the toy farm and plastic farm animals. Pass them around and have students touch them. Ask them to tell you how they could describe each animal. If they were to forget the animal name, how could they tell what animal it is? What characteristics would help them identify the animal? For example, color, feel, **sound**, etc. Have an open discussion as students interact, freely exchanging thoughts and ideas.

Reading Exercise- Hand out copies of On the Farm. Go over title and author. Talk about the front cover. What can we see? What do we think we'll see inside? Engage in a book walk. Introduce the book's pattern to my students by reading the sentence and pointing to each word as I read, "Pigs live on the farm." (model reading strategies). Next, my students will have the opportunity to read at their own pace while remaining in the group during independent reading. I will

observe and assess as they read. Once they have the chance to practice on their own, I will assign them a "buddy" and they will 'Buddy Read' as one reads and the other listens to offer help as needed.

Carpet Time: Tell them about a famous farmer who takes care of animals and helps the plants grow. He has a beautiful farm. His name is Old MacDonald. See if anyone knows the song. If anyone does have them help you introduce the song to the others. If not, I will introduce the song reciting the words slowly and clearly as I remind them to join in as desired. We will use the toy farm and animals to help with our song. Once they hear the pattern of the song, I will play the song and video on the iPad as we all sing together to reinforce the information learned.

Writing Exercise: Hand out copies of the Language Pattern Writing- which will be differentiated according to student need. They will be encouraged to use invented spelling and illustrate their sentences. I will help and assess as needed.

***** Enrichment Exercises:**

As students finish, they will be able to work on the computer. I will set up games that will be available on the iPad on farm animals for them to play. I will also set up the listening center with a read-along Old MacDonald book and the audio cassette that accompanies it.

Malverne

June 7, 2013

Name: Lauren LaRocco

School: Davison Avenue Intermediate School

Grade(s): 3-5

ESL Proficiency Level(s): Intermediate

Lesson Title: How can writers create a descriptive paragraph about Memorial Day?

Description of Prior Learning: Students completed a KWL chart about Memorial Day and read an abcteach article about Memorial Day.

CCLS Language Arts Standard(s): (required)

CCSS.ELA-Literacy.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.

NYS ESL Standards (required):

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

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

Standard 5 Students will listen, speak, read, and write in English for cross-cultural knowledge and understanding.

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

Do Now: Students will write one sentence telling what they learned about Memorial Day during the previous period.

Motivation: The teacher and students will discuss the following two (2) questions:

- a. What did you learn about Memorial Day?
- b. How will you celebrate Memorial Day?

Development:

1. Students will recall facts they learned about Memorial Day, focusing on what people do to celebrate.
2. The teacher will introduce the descriptive paragraph activity - In their notebooks, students will write a paragraph describing what they will do on Memorial Day.
3. The teacher will conference with each student as they write.

Summary: Once students' paragraphs have been checked by the teacher, they will publish their paragraphs using the Book Creator app on the iPad

Materials: Student notebooks, pencils, whiteboard, markers, iPad

Software/Internet sources: Book Creator app for iPad, Google (for pictures of American symbols)

Other References:

Reflection: Students were eager to use the iPad once they learned they would be using it during today's lesson. Even if students didn't have anything specific planned for Memorial Day, they were asked to write about what they *would* do if given the choice. This group of students particularly enjoys telling stories about events in their own lives. Screen shots were taken of American symbols, and students were able to choose the picture that would appear on the page along with their paragraph. The iPad will likely be used again, as it served as great motivation for these students.

Manhasset

June 7, 2013

Name: Lisa Greenwald & Adriana Marquez

School: Shelter Rock

Grade(s): 3,4,5

ESL Proficiency Level(s): Beginners

Lesson Title: Opposites

Description of Prior Learning: Students learned the meanings of the words that will be used to teach opposites.

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

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

Procedure:

1. Students will use the Quizard app. to learn antonyms.
2. They will see flashcards of the words along with pictures.
3. Repetition of the flashcards will enable them to become familiar with the antonym pairs.
4. Students will use the antonyms to formulate complete sentences.
5. Students can work in pairs and take turns creating sentences using the flashcards.
6. Students will create an antonym book using words and pictures.

Materials: Flashcards via the Quizard app for iPad

Software/Internet sources: Quizard app for iPad

Other References: Word by Word picture dictionary

Reflection: This is a very practical lesson for beginners. The words used for the flashcards are commonly used words that are important for the students to know. The words can be applied to many situations including listening, speaking, reading, and writing. Understanding these antonyms will enable students to expand their vocabularies and have a better understanding of the English language.

Link to Project:

<http://quizlet.com/24060359/opposites-flash-cards/>

Massapequa

June 7, 2013

Name: Lauren Kotler and Allison Siegfried

School: Fairfield Elementary School, Massapequa School District

Grade(s): 4

ESL Proficiency Level(s): Beginners

Lesson Title: Inferencing

Description of Prior Learning: Prior to this lesson students were exposed to lessons on adjectives.

CCLS Language Arts Standard(s):

Standard 5: 4.RL.1

-refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

NYS ESL Standards 3

-students will listen, speak, read, and write in English for critical analysis and evaluation

Procedure:

The teacher will explain adjectives to the students and use the Bitsboard app on the iPad to display an adjective (emotion) along with a photo of a face. The students will read the adjective and use choral repetition to reinforce the pronunciation of each adjective. The teacher will ask both students to explain when they feel these emotions (adjectives).

The teacher will inform the students that they will be singing a song in class. The teacher will distribute a copy of the lyrics to both students and tell them the name of the song, "If you're happy and you know, smile big." The teacher will model the

first verse of the song for the students and then ask them to stand up and sing along. Students will continue singing all four verses of the song.

The teacher will list the following adjectives on the SMART Board along with their definitions:

Happy
Sad
Silly
Scared
Angry
Excited

The teacher will ask the students to alternate the reading of the adjectives and their definitions. After the teacher reviews all six vocabulary words, she will initiate a SMART Board dice game. Students will "roll" the dice and when it stops, it will display one of the adjectives spelled out. The students will move the word to the correct corresponding photo on the SMART Board.

In order to continue practicing the adjectives, students will play charades. The teacher will model the game by choosing one index card from a pile of index cards. The adjectives will be written on a card. The teacher will act out the adjective and the students will ring a bell if they know the answer. Students will choose a card and continue the game by acting out the adjective they choose. Students will repeat this process for all six adjectives.

The teacher will explain to the students that they will be learning how to make inferences in class. The teacher will explain to the students that they will be reading a story, looking for clues in the story, and guessing what is happening and how people are feeling. Student will receive a copy of a book, The Way I Feel. In the students' versions of the book, the adjective on each page will be covered. The students will read the first page and guess what adjective the character is feeling. Students will find context clues and highlight them. The students will write the correct adjective, on a Post-It note. The teacher will review why the answers are correct and why the context clues will help them arrive to the answer. The students will complete the first two pages as a class and then complete the other three pages independently.

As an exit students completed a worksheet where they cut out and matched a picture of the emotion to its corresponding word underneath a blank face.

Materials:

- iPads
- Smart Board,
- "Are You Happy and You Know It?" song
- text from the book The Way I Feel,
- highlighters,
- charades picture/word cards
- worksheet.

Software/Internet sources:

- Bitsboard App
- Popplet Lite App
- Camera App
- Photo App

Other References:

The Way I Feel by Janan Cain

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 inferencing. 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/Cutchoque

June 7, 2013

Name: 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:

-High school students bring with them the knowledge and history from their native countries.

-Jr. High students have prior knowledge from 6th, 7th, and 8th grade Social Studies.

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.

- By the end of the grade , read and comprehend literacy nonfiction in the grades text complexity band proficiently, with scaffolding as needed at the high end of the range.

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 do the actual research on various topics selected. The students then complete the following for each topic:
 - Research the topic
 - Write of brief summary of the topic selected
 - Create 3-5 PPT slides on the topic
 - Write 5 questions and answers about your topic that you can share with the class as a review
 - Enter questions on their own Jeopardy Boards
 - Present to the class

Materials: Computers, Smart Board, Global textbook and US History textbook

Software/Internet sources:

Kurzweil

SMART BOARD technology

Jeopardy Boards

Power Point

Reflection:

It has been very exciting to see this project come together! After completing their research and their Power Point presentations the students entered their questions and answers onto their Jeopardy Boards. Once that was complete they presented their work to the class. This project helps advance the students in the areas of reading, writing, listening and speaking. It also serves as a review of their social studies materials. The students had great fun with the Jeopardy boards!

Mattituck/Cutchogue

June 7, 2013

Name: Marie Ardolino

School: Cutchogue East Elementary School

Grade(s): 1 - 3

ESL Proficiency Level(s): Beginner - Intermediate

Lesson/Unit Title: Flight of the Butterflies

Description of Prior Learning: The students in 1 - 2 grades have done insect research on habitat, body and interesting characteristics. First graders also learned about the winter migration of birds and hibernation of animals. Third graders have previously learned about the life cycle of butterflies and various amphibians.

CCLS Language Arts Standard(s): (required)

Reading Standard: Foundational Skills Grade 1 #4 - Read with sufficient accuracy and fluency to support comprehension.

Reading Standards for Informational Text Grade 1 #6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Writing Standard: Text Type and Purposes - Grade 1 #3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of order.

Writing Standard: Text Type and Purposes - Grade 2 #2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Writing Standards: Production and Distribution of Writing -

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

Speaking and Listening Standards: Grade 1 #6- Produce complete sentences when appropriate to task and situation.

Speaking and Listening Standards: Grade 2 #2 - recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NYS ESL Standards:

Standard #2 - Domain Reading - Process, interpret, and evaluate written language, symbols and text with understanding and fluency.

Standard #2 - Domain Writing - engage in written communication in a variety of purposes and audiences.

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

1. To provoke interest, students will first enjoy seeing monarch butterflies under the Digital Blue microscope. They will share their observations with each other. They will observe the body parts under magnification to understand their special tongue, eyes, wings and antennae.
2. Next, the students will learn about the different body parts and they're functions. Students will label and color a butterfly drawing with proper body parts.
3. The teacher will display on Smartboard: PebbleGo.com - insect unit called Painted Lady Butterflies.
4. Read and discuss the butterfly units four areas: body, habitat, food, life cycle and fun facts. High interest videos are included which are helpful for students.
5. Students complete a simple chart to record important information about the four areas they just learned; body, habitat, food and life cycle.
6. Afterwards they will use these notes to write a short descriptive paragraph and draw their own butterflies.

7. The teacher will read *From Caterpillar to Butterfly* for more information about the life cycle. The students will draw a life cycle of the butterfly for further understanding. Teacher can record the students explaining the cycle using the ipad.
8. After reading about the caterpillar, students will learn the parts of the caterpillar and have fun labeling them using the interactive feature of the SmartBoard. Students will complete a thinking map to record their facts about caterpillars. Later they will write a paragraph from their notes.
9. The teacher will read *Flight of the Butterflies* to teach the migration process. Vocabulary will be explained. YouTube videos will further explain this amazing journey.
10. A butterfly cage with several chrysalises will be placed in classroom for students to observe the metamorphosis that will take place over a week. Record students' daily observations, questions and comments.

Materials:

Smartboard, ipad, Blue Digital microscope, thinking maps, butterfly cage, live caterpillars/chrysalis and watermelon.

Software/Internet sources:

PebbleGo.com, Learning A-Z.com, YouTube video, "Migration Google Earth Tour", YouTube video, "Piedra Herrada Monarch Butterfly Sanctuary Michoacan, Mexico.

Other References:

Heiligman, Deborah. *From Caterpillar to Butterfly*. New York: Scholastic Inc, 1996.
Edwards, Roberta. *Flight of the Butterflies*. New York: Penguin Group, 2010.
Hewitt, Sally. *Life Cycles From Caterpillar to Butterfly*, CEB Publishing, 2004.
Cain, Sheridan. *The Crunching Munching Caterpillar Picture book and CD set*. United Kingdom: Little Tiger Press. 2000.

North Bellmore

June 7, 2013

Name: Jennifer Fredrickson, Randee Colter

School: Newbridge Road School/Saw Mill Road School

Grade(s): K, 1, 2

ESL Proficiency Levels: Beginner-Intermediate

Lesson Title: Four Seasons

Description of Prior Learning:

Students learned vocabulary and sentences to describe each of the four seasons. Numerous books were read, and weather was identified for each season.

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 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: Brainstormed list of weather words for each season, cloze worksheet- Today's Weather Report

Procedure:

1. Teacher has students choose from a paper bag a season to write about. Seasons are written on a strip of paper and put in paper bag.
2. Each student fills in the blank with the correct missing word, i.e. correct season, weather, and description of weather.
3. Students read their completed sentences to teacher.
4. After reading sentences, teacher will model how to write sentences to create a paragraph-emphasizing capital letters and periods.
5. Students will write sentences on lined paper.
6. Students will draw a picture to go with paragraph.
7. Students will practice reading paragraphs with a partner.
8. Students will read sentences to teacher who will type sentences into StoryKit App.
9. Students will draw their picture into App and record sentences in App.
10. 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 on the four seasons. 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.

Oyster Bay-East Norwich

June 7, 2013

Name: Ed Herrera

School: Oyster Bay HS

Grade(s):9

ESL Proficiency Level(s): Low Beginner

Lesson Title: La Celula

Description of Prior Learning: Students were taught the parts and functions of the animal cell in English and Spanish.

CCLS :ELA-Literacy.CCRA.L.1

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

CCLS Mathematics Standard(s): (if applicable)

CCLS Social Studies/Science Standards: (if applicable)

NYS ESL Standards: Standard 4

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

Performance Indicator 12

Convey information and ideas through spoken and written language, using conventions and features of American English.

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

Teacher will name parts of the cell and their function

Students will be taught how to use "bookmaker's" different features

Students will replicate lesson by making their own lesson including picture, names of parts of the cell and their functions.

Materials: Ipad, Bokmaker app.

Software/Internet sources:

Other References;

Reflection:

Students liked the app. They were able to speak, write and listen to their own voice. They were able to self-correct their pronunciation and their spelling. It was a positive experience.

Oyster Bay-East Norwich

June 7, 2013

Name: Penny Koinis and Kim Kaufman

School: Roosevelt School

Grade: K

ESL Proficiency Level: Advanced

Lesson Title: Is It Biodegradable?

Description of Prior Learning: : Students will "discover" what is biodegradable and what isn't based on the science experiment that we began two weeks ago. This will provide students with a hands-on and cooperative learning experiment that will help them understand that some materials are biodegradable and others are not. This will later help them in their writing unit to try and convince others to take care of the Earth. This lesson aligns with their work in science and Earth Day, the school wide Cool The Earth play and initiative, the science fair project, and the Kindergarten writing piece for their portfolios.

Today is an exciting day because we are going to open up our egg cartons and start our discovery work! We have been talking about how some materials that we put in the garbage are biodegradable, and some are not. We have been talking about how when we put things in the garbage they get taken to a landfill and are buried in the ground. Some of those things are biodegradable and they break down naturally into the Earth. Some of those things are not biodegradable and they stay in the Earth as garbage forever. Today we will look through our mini-landfills in our egg cartons and find out which materials are biodegradable, and which ones are not. We are going to learn more about what parts of our trash are harmful to the environment and which ones are not. Are you ready?!!!

CCLS Language Arts Standard(s):
K.W.1.

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book

K. SL. 2.

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

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.

Procedure (What the Teacher Does & What the Students Do): Let's start the discovery! We are going to look through each of the mini land-fills together. We will start with material number 1, and go through all of them in order until we get to number 12. We will be discussing with our table what we find. We will be checking off what we discover on our Observation Worksheets. The question we are answering will be Is it biodegradable?

Link to Independent/Group Work: We are going to start this together. Let's all open our egg cartons but don't touch anything yet. Everyone find number 1, the water bottle. We can use our labels to help dig through the landfill and see if we can find the plastic. If we find the plastic, we know that it did not get absorbed into the environment, and it is not biodegradable. That material is not good for the environment! Which box are we going to check on the Observation Worksheet? Remember, which we do the work of scientists we look carefully and record the results.

Teacher will continue to offer support and monitor progress.

Materials: Biodegradable and Non-biodegradable materials; egg cartons; soil; markers; Popsicle sticks, worksheets;

Software/Internet sources: SMARTboard; ipad; bookmaker; YouTube
Biodegradable Time-lapse video

Other References: The Earth Book by Todd Parr

Reflection: This lesson relates to both science and writing. This activity was designed to span over two weeks and engage the children in a genuine way. Their writing unit focuses on persuasive writing. We wanted the children to feel passionate about the Earth and keeping it clean. To do this we set up an experiment where they could see that some materials are harmful and some are not. We chose materials they encounter daily to make it authentic and relatable. We want the children to feel empowered so we chose materials that eventually they could look at and decide they could use less of them. Students will also use this experiment to submit for the science fair, getting involved in a school-wide program.

The students responded very enthusiastically to the project. They were engaged throughout the entire two weeks and were motivated to make changes in their day to day lives.

Oyster Bay-East Norwich

June 7, 2013

Name: Samantha Levy-Wehr

School: James H. Vernon School

Grade(s): All Grades

ESL Proficiency Level(s): Beginner

Lesson Title: Prepositions

Description of Prior Learning: Preposition words

CCLS Language Arts Standard(s):

CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NYS ESL Standards:

Standard 4 Students will read, write, listen, and speak for information and understanding.

Performance Indicator 12 Convey information and ideas through spoken and written language, using conventions and features of American English.

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

- 1) The student chooses a prop to use. In this video, the student chose a plastic spider.
- 2) The student walks around the school and puts the prop in different places and takes pictures.

- 3) Once the student has taken all the pictures, he must import them into the Bookmaker app.
- 4) Within the app, the student writes a caption, including a newly-learned preposition, to explain the picture.
- 5) Next, the student records himself reading the caption.
- 6) Then the project is rendered into a video all within the app.
- 7) Finally, the completed video can be shared to YouTube, Facebook, and by email.

Materials:

- iPad + Bookmaker app
- toy props
- items around school

Reflection:

The students enjoyed doing this project because they got a chance to walk around the school and choose their props and the pictures they wanted to take. This project also had other benefits for the students. For example, shy students are encouraged to practice their speaking skills and all students have the opportunity to practice writing and then rereading their captions.

Oyster Bay-East Norwich

June 7, 2013

Teacher: Sara Cuniglio
Oyster Bay High School
Grades 7-12
ESL Beginner, Intermediate, Advanced

"Interviewing Successful Career People"

Description of Prior Learning:

- Students received lessons on question words, subject pronoun and verb inversion, punctuation (question marks), and vocabulary related to careers.
- We also watched online interviews of Civil Rights activist, Dr. Martin Luther King, Jr. and Malcolm X (at the end of our Civil Rights Movement unit) to better understand the tone and format used in interviewing.
- A model interview was performed with the class being the interviewers and the teacher being the interviewee.
- Students did some brief research on the interviewees' background and career.
- Interviewees were people who are now working in careers that our current ESL students are interested in:
 - Duina del Mar, singer and former EFL student
 - Chris Wingert, MLS player
 - Exequiel Bardales, Civil Engineer and former ESL student

CCLS Language Arts Standard(s): Writing Standard 6-12

Research to Build and Present Knowledge

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Production and Distribution of Writing

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCLS Mathematics Standard(s): N/A

CCLS Social Studies/Science Standards: Speaking and Listening Standards

Comprehension and Collaboration

1. e. Seek to understand perspective and cultures and communicate effectively with audiences or individuals from varied backgrounds..

NYS ESL Standards:

Standard 1:

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

Standard 4:

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

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

1. Students come up with 4 questions for each interviewee.
2. After the questions are corrected, students choose 1 or 2 (depending on time limitations) and we create a poster board with all questions, which we forward to the interviewee before the facetime session.
3. Students practice asking the questions LOUDLY, CLEARLY, CONFIDENTLY, and CORRECTLY (as they must do during the NYSESLAT Speaking).
4. The interview takes place as a videoconference, using Facetime (similar to SKYPE) on the iPad and connecting it to the SMARTBoard via a VGA connector. This way, all students see the interviewee and rotate to the seat in front of the iPad to ask their individual questions and introduce themselves to the interviewee.
5. In the meantime, all other students are taking notes on the responses, to prepare to create an Educreations project on the person interviewed.

Materials:

iPad and Educreations app

VGA connector for connecting iPad to SMARTBoard

Software/Internet sources:

SMARTBoard

Facetime app and WiFi

Youtube

Student sample: <http://www.educations.com/lesson/view/duina-del-mar-interview/8770137/?ref=link>

Other References:

Youtube clips

MLK & Malcolm X Debate <http://www.youtube.com/watch?v=h4PqLKWuwyU>

Malcolm X CBS '64 Interview <http://www.youtube.com/watch?v=WDEL96igPAA>

Reflection:

Students really enjoyed getting to interview role models, whose barriers, for the most part, were similar to those the students themselves face.

Although the focus of the interviewing unit began with former ESL students, lack of availability forced me to find Duina del Mar and make an exception with Chris Wingert (who happens to be in the exact career one of my students would like to pursue).

Students were hesitant to use the iPad and to have their voice recorded, but once one tried it and was able to practice her corrected sentences before speaking, they were more motivated to create an Educations project.

Port Jefferson

June 7, 2013

Name: Regina Paquette

School: Vandermeulen High School, Port Jefferson, NY

Grade(s): 9-12

ESL Proficiency Level(s): Intermediate to Advanced

Lesson Title: An Ipad tutorial entitled "How was the Universe Created?"

Description of Prior Learning: Although the tutorial describes the process of the creation of the universe, it is always more meaningful if students have some basic vocabulary used in learning about the origins of the universe. Knowledge of vocabulary words such as *atoms, Big Bang, solar system, galaxies, organisms, star, solar system, energy, gravity, planets, revolution, rotation, and universe* would assist the student through the concepts.

CCLS Language Arts Standard(s):

CCSS.ELA-Literacy.W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCLS Social Studies/Science Standards:

CCSS.ELA-Literacy.RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-Literacy.RST.11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NYS ESL Standards (required)

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

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

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

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

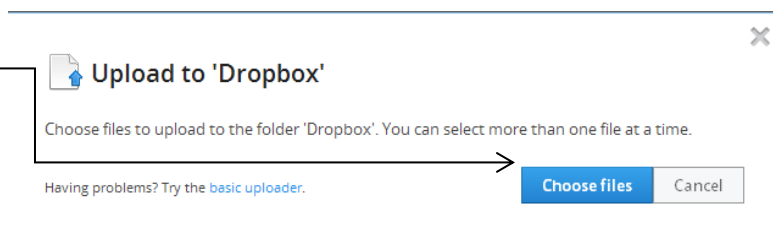
ESL Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

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

Assign students a research project in class on a topic of interest. Or, use a project that your student or students may have already completed in another class. In this lesson, my student was very interested in astronomy and had prepared a PowerPoint presentation about the creation of the universe for a speech class. Together, over several weeks, we reviewed, edited, and adjusted the language and visuals so that it was appropriate for both intermediate to advanced level English language learners. Once completed, we transferred the project to Dropbox, and uploaded it onto the iPad. An ESL student in need of instruction on the origins of the universe could now easily view this tutorial independently!

How I Put the PowerPoint File into my Dropbox Account:

1. Create document in **PowerPoint** on a computer.
2. Open your **Dropbox** account on your computer; sign into your **Dropbox** account.
3. Click on the **Upload** icon
4. From this dialog box, click **Choose Files**.
5. Choose files that you would like to **Upload**. Click on those filenames and then click the **Open** button.
6. The files should then be placed in your **Dropbox**.



Materials: PC, Laptop, Ipad

Software/Internet sources: Powerpoint, Dropbox

Reflection: The student found this a valuable experience as it gave her the opportunity to reflect upon and improve the project for a second presentation; that is, to present it in a more permanent fashion as an ipad tutorial. We gathered input from the other three members of our small group, making this truly a collaborative effort. Everyone learned something new along the way!

Sayville

June 7, 2013

Name: Nancy Giorgos

School: Lincoln Avenue, Sayville

Grade: 3

ESL Proficiency Level: Advanced

Lesson Title: Can Chocolate Be Good for You? Main Idea/Detail

Description of Prior Learning:

Students in third grade have been learning about main idea/detail all year. Determining main idea and detail and distinguishing between the two is an important skill when reading or listening to nonfiction. Questions about main idea and detail appear on the ELA and NYSESLAT. The NYSESLAT includes a listening and note-taking activity.

Understanding main idea and detail is also important when writing. The main idea is often expressed in a topic sentence, and the details in supporting sentences. The main idea may be restated in a concluding sentence.

CCLS Language Arts Standards:

Speaking and Listening Standards K-5

Grade 3 students:

Collaboration and Comprehension

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
 - e. Seek to understand and communicate with individuals from different cultural backgrounds.
- 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Text Types and Purposes

- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - d. Provide a concluding statement or section.
- 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section

Writing Standards

- 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

NYS ESL Standards:

STANDARD 1:

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

1. Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)
2. Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. Such sources include reference books, magazines, textbooks, the Internet, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)
5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. (L, S, R, W)
6. Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, facts, sequence, and details. (L, S, R, W)
7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include retelling, paraphrases, summaries, stories, brief reports, posters, picture summaries, charts, and other graphics. (S,W)
8. Select a focus, organization, and point of view for oral and written presentations. (S, W)
9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general to-specific presentation. (S, W)
10. Distinguish between fact and opinion, and relevant and irrelevant information. (L, S, R, W)

11. Use the process of prewriting, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts. (L, S, R, W)
12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, and paragraphing. (L, S, R, W)
15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)
16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

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

The lesson will begin by the teacher asking the students if they think chocolate is good for you, and why or why not.

Students will then view a nonfiction video about the health benefits of dark chocolate. In the manner of the NYSESLAT listening and note-taking question, students will listen to and view the video twice. The first time they will listen and discuss. The teacher will clarify any information and vocabulary. The second time they will take notes in a main idea/detail format. (The main idea is that dark chocolate *is* good for you, and the details are the reasons why it is good for you.)

Students will use their notes to create a paragraph with accompanying graphics. Students may use Microsoft Word or the app Book Creator and import graphics from a site such as Google images.

The writing assignment can be a paragraph explaining why dark chocolate is good for you, or a persuasive essay about why people should eat dark chocolate. In either case, students will go back to the text (in this situation, the video) for evidence to support their ideas.

Materials: lined paper or main idea/detail graphic organizer; pencil

Software: Microsoft Word or Book Creator app for I-Pad

Internet sources: <http://wonderopolis.org> Video # 858 Can Chocolate be Good for You?

<http://wonderopolis.org/wonder/can-chocolate-be-good-for-you/>

Reflection:

My students were engaged by the topic and the video. They were surprised to learn that there are actually some benefits from eating chocolate.

I did feel the need to pause the video and check for students' understanding due to the Australian accent in the video. I also needed to clarify the difference between dark chocolate and milk chocolate (which the students may be more familiar with).

One health benefit mentioned in the video (dark chocolate provides protection against the sun) was unclear, and could use further exploration by students. (i.e., Did they mean that ingesting dark chocolate provides protection against the sun, or did they mean that dark chocolate in lotion form protects against the sun?)

I did like that the video had phrases written across the screen in sections. These were good places to pause and have the students take notes.

There is also a short piece of writing on the site that accompanies the video. You may choose to have the students read this (or you read it to them), depending on the grade and language level of your students.

At the end of the video there was a reference to, "An apple a day keeps the doctor away", and this was a teachable moment for ELLs to learn and discuss a common English saying.

The website had lots of other great wonders to explore, but some of the other videos were either very short or not informative enough.

An extension of this lesson would be for students to investigate the ingredients in their favorite candy, and decide whether or not the candy is good for you. A paragraph could then be written about their findings. An alternate idea would be for students to write a persuasive paragraph about why someone should try eating their favorite candy.

Seaford

June 7, 2013

Name: Anjana Mukerjea

School: Harbor School Seaford School District

Grade(s): Kindergarten

ESL Proficiency Level(s): Beginners

Lesson Title: Character Traits

Description of Prior Learning: Understand what a character is and connect the character to a character trait and prove it with examples from text.

CCLS Language Arts Standard(s): Key ideas and Details number 3

Integration of Knowledge and ideas number 2

NYS ESL Standards: 1-11,1-13, 2-5,2-7,2-12,3-9,4-4,4-10

Procedure: Students read several versions of The Three Little Pigs.

Students defined a character and learned the names of different character traits.

Students matched the pigs with their character traits

Students drafted complete sentences and made edits as they went through the writing process.

Students wrote their fair copies and made illustrations and labeled their character with the appropriate character trait.

Teacher took photos and uploaded to Popplet Lite.

Students and teacher typed their sentences into Popplet Lite.

Materials: Different versions of The Three Little Pigs, graphic organizers, chart with names of different character traits, crayons, markers

Software/Internet sources: iPad, Popplet lite, camera app.

Reflection: The students enjoyed learning about a popular folktale like The Three little Pigs.

They enjoyed listening to the story on the iPad and hearing the sound effects.

They were engaged and motivated to do the writing for Popplet Lite.

Shoreham Wading River

June 7, 2013

Name: Tricia McCabe

School: Wading River Elementary

Grade(s): First, Third, Fourth and Fifth

ESL Proficiency Level(s): Intermediate

Lesson Title: Exploring Our Community

Description of Prior Learning:

Students completed 2 Author and Story Studies. We read the books and wrote about each using literary elements: title, author, plot summary, setting, problem and solution.

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:

Book

After reading several books, **students brainstorm** about topics to write about as a class, "If we could write a book, we could write about...."

Students picked the topic of going on a field trip to a local store. They each took a part of the book and told their story. After many days of writing only 15-20 minutes, the students each read their own part. As a group they decided to rewrite the story line several times, and then made their corrections. Each student then took several days to illustrate their narrative. Off to the computer lab to scan all of the illustrations. The students then learned how to use Powerpoint, inserting pictures, textboxes and inserting their narratives.

Exploring Our Community

Teacher reviewed the above book and students talked about the local stores that they were familiar with. Students compiled a list of businesses and the students illustrated each. Teacher printed out a large Google Map of Wading River (along 25A and Wading River Manor Road). At the end of the week the students started adding on their pictures, added Cardinal direction indicators, Road signs etc. We started reviewing the use of words of direction, left and right etc...then added the local businesses to try and increase our verbal expressions using the new words. The students responded to "Wh" questions such as:

"Where would you mail a letter?"

"If you had a toothache, who would you call?"

"Where do you get medication prescriptions filled?"

"What kind of take-out food do you like?"

Additional prepositional phrases were required after the students became more confident: next to, behind, across from, in front of etc...

Using Smart 11, the students utilized a game spinner to move around the map starting **From:** school, bank, Citgo, King Kullen etc.. **Going To:** CVS, Dunkin Donuts, McDonald's, Hess etc... The Students have become very adept at using phrases such as "exiting the parking lot you make a left on 25A, going West, pass over Wading River Manor Road and on the right is Dunkin Donuts".

Materials: Books:

Now One Foot, Now the Other, DePaola, T Gingerbread Baby, Brett, J
Oliver Button is a Sissy, DePaola, T The Gingerbread Girl, Ernst, L
Nana Upstairs & Nana Downstairs, DePaola, T Grandpa's Corner Store,
Lemonade in Winter, Jenkins, E DiSalvo, D

Software/Internet sources:

Smart 11, Smartboard, PowerPoint, Google Maps, Flip Camera, Digital Camera, Scanner and color Printer

Other References:

Reflection: As always, this small project (writing a book) lead into learning more about our local community and places that the students may not have had previous knowledge of. Having the students illustrate their narratives was just phenomenal, because it brought them into the process more than they (and me as well) anticipated. It was no small task typing (in terms of time) and inserting their art work, but well worth it. The time frame for the project was very long, because we only use the computers on a regular basis once or twice a week for 40 minutes. Copies of the book are being distributed at the ESL Project Celebration the last week of school.

In addition, we were able to go on a REAL field trip to the Celebration of Technology in Education in May. The students shared their project with many other school districts and that was another experience to utilize our "newly" acquired words (directions, businesses, prepositions). Incidental learning is written all over the project; the students then used the pictures from the real trip and wrote their ideas into a slide on the final project.

Three Village

June 7, 2013

Name: Gail Dawkins

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

Grade(s): 3rd grade

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

Lesson Title: Exploring the Rain Forest

Description of Prior Learning: The students have been reading more non-fiction texts this year in order to meet the challenges of the Common Core. I paired a fictional picture book with multiple non-fiction resources to create this Learning Experience. The rain forest ties in with the third grade curriculum and the study of biomes and habitats.

CCLS Language Arts Standard(s):

Anchor Standards for Reading
Key Ideas and Details 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.
Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards for Writing
Text Types and Purposes* 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

<p>approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

Reading Standards: Foundational Skills (K-5)

Phonics and Word Recognition (Grades 3-5)

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

Fluency (Grades 3-5)

5. Read with sufficient accuracy and fluency to support comprehension.

Anchor Standards for Language
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>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 when considering a word or phrase important to comprehension or expression.</p>

Anchor Standards for Speaking and Listening
<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>

NYS ESL Standards

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

1. Identify and use reading and listening strategies to make text comprehensible and meaningful.
2. Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources.
7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.
11. Use the process of prewriting, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts.
14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed.

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

1. Read, listen to, view, write about, and discuss a variety of literature of different genres.
2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.
6. Read aloud with confidence, accuracy, and fluency.

Procedure:

What the teacher does	What the students do
<p>Introduce the Brainpop Jr. Rainforests video.</p> <p>Ask the students to think about vocabulary related to rain forests and begin generating a list.</p> <p>**Continue throughout the LE**</p>	<p>Complete a cloze exercise during the second viewing of the movie.</p> <p>Complete online quizzes and activities.</p>
<p>Read aloud: <i>The Great Kapok Tree</i> by Lynne Cherry.</p>	<p>Answer oral comprehension questions about the story in a game format.</p> <p>Use individual sentence strips to sequence and retell the story.</p>
<p>From Goodman's Five Star Activity Book: The Life of the Rain Forest</p> <p>Ensure comprehension while reading by asking follow up questions to the ones asked by students.</p> <p>Facilitate a group discussion about the rain forest and conserving it.</p>	<p>Read aloud by paragraphs.</p> <p>Ask and answer oral and written comprehension questions.</p> <p>Record facts about the Rainforest in their notebooks. (Publish on the computer.)</p> <p>Record reasons why people should save/conservate the rainforest. (Publish on the computer.)</p>
	<p>Choose a layer of the rain forest for their project.</p>
<p>Scott Foresman ESL4 Life in the Rain Forest</p>	<p>Read aloud, identify where rain forests are found, the plants and animals of the rain forest, and food chains in the rain forest.</p> <p>*Take notes on their specific layer of the rain forest.</p>
<p>Pebblego Rainforest</p>	<p>Read and/or listen to the Rain Forest on Pebblego. Answer comprehension questions in complete sentences.</p> <p>*Take notes about their specific layer of the rainforest.</p>
<p>Gather rainforest resources from</p>	<p>Take notes and research about their</p>

the school library, identify websites with kid friendly information about the rainforest, including video. Confer with students about their writing.	layer of the rainforest. Synthesize information from a variety of sources to compose a text about their layer of the rain forest including information about the plants and animals found their.
Gather rainforest resources from the school library.	Create a rain forest a-z using any of the resources available.
Show the students how to copy images and add them to the camera roll.	Choose appropriate pictures to support their writing about a particular layer of the rainforest.
Demonstrate how to create a title page, add photos, and record audio to imovie.	Create a title page, add pictures, and record audio to iMovie. Create iMovies.
Create an ebook that includes facts about the rainforest, rainforest products, reasons for conserving the rainforest and movies about the layers of the rain forest.	Enjoy their ebooks and share them with their classes and family 😊

Materials: The Great Kapok Tree, by Lynne Cherry, Smartboard, i-pad, Goodman's Five Star Activity Book: The Life of the Rain Forest, ScottForesman 4,
Software/Internet sources: Imovie, ebook creator, Brainpop jr, google images

Reflection:

I am very comfortable doing projects about animals and countries, so I wanted to find an engaging topic that would challenge the students, as well as support content area learning. I have taught the Rain Forest topic many times, but never so in depth. The students were very motivated to complete their rainforest projects. They worked enthusiastically to write the text, choose pictures and record the text. In addition, I wanted the students to learn how to create their own iMovies, usually I create and edit all of the movies. Moreover, I wanted to learn how to create ebooks and using it as my project was a great motivator. When I do this LE again I will add an academic listening activity, a descriptive paragraph writing task, and while reading, make references to specific paragraphs and what kind of information they support.

Three Village

June 7, 2013

Name: Mrs. Monica Aston

School: P.J.Gelinas JHS

Grades: 7, 8, 9

ESL Proficiency Levels: Beginning/Intermediate/Advanced

Lesson Title: "PASSPORT TO THE WORLD" and Teaching Tolerance Learning Experience

Description of Prior Learning: Introduction of unit and events: Teaching Tolerance, Dignity Day at Gelinas JHS, Martin Luther King, Jr., Day and "Passport to the World" Presentation/ approx. 1.5 -2 Weeks prior to Dignity Day Presentation at Gelinas JHS

Content Standards:

Social Studies Intermediate Level

Standard 2, Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions.

Standard3 Key Idea 1

CCLS.ELA-Literacy.CCRA.R.1, R.7, W.7, W.8

ESL Standards:

Standard 1: Students will listen, speak, read, and write in English for information and understanding. Performance indicators 1, 2, 7, 11, 13.

Standard 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Performance indicators 1, 2, 6

Standard3: Students will listen, speak, read, and write, for critical analysis and evaluation. Performance indicators 1, 6, 7

Standard4: Students will listen, speak, read, and write in English for classroom and social interaction. Performance Indicators 6, 8, 10

Standard5: Students will demonstrate cross-cultural knowledge and understanding. Performance indicators 3, 5, 6

KEY VOCABULARY:

SUPPLEMENTARY MATERIALS:

Dignity, Diversity, Tolerance, Racism, Multicultural, Peaceful protest, Non-violence, Martin Luther King, Jr.	ESL Teacher Holiday Activity Kit, Martin Luther King, Jr. Text: Martin Luther King, Jr. by Amy Pastan
Travel brochure, Poster, Passport	Culturegrams, 2008, Internet

CONNECTIONS TO PRIOR KNOWLEDGE: This unit draws upon each student's unique cultural background and taps into prior knowledge related to the student's native country, culture, and language.

CONTENT OBJECTIVES: Students will comprehend, analyze and synthesize information related to world cultures. Students will share information about their native countries with peers, creating an awareness and appreciation of world cultures. Students will utilize technology to research and present information.

LINGUISTIC OBJECTIVES: Students will read, write, listen , and speak, utilizing informational language and texts related to the countries represented in the ESL classroom. Students will create a travel poster or brochure and speak at a workshop to an audience of their peers.

PROCEDURES: Tasks/ Activities:

1. KWL chart with key vocabulary to determine what is already known about the concepts listed. Discussion follows.
2. Teacher leads discussion about the meaning of "Dignity Day" at Gelinas JHS and the significance of the national holiday, Martin Luther King, Jr. Day. Students respond to questions, orally and in writing:

What is diversity? In what ways are people diverse, in what ways are people similar, and what does it mean in your life? What is dignity and how do we demonstrate it in everyday life? Why are we celebrating Dignity Day and MLK, Jr. Day? How can we teach others about "tolerance"? What can we do to help other students learn to be more tolerant of others?

3. Class Project: Create Powerpoint presentation that represents the meaning of "Dignity Day" at Gelinas. Students read and understand poem published in Teaching Tolerance Magazine, "Underneath We Are All The Same". Students record voice clips for each slide. Students write original responses about what dignity, diversity, and tolerance means to them and for students at Gelinas. Voice clips are made for each of these responses. Students research famous quotations related to the topic and create additional slide with voice clips.
4. Student Product: Create country poster or travel brochure. Students brainstorm what they already know about their native countries. Students research through online sources, Culturegrams, etc. additional information about their native countries. See task sheet.
5. In-class Speaking Presentation: Students practice speaking in class in small groups. Students rehearse and present displays about their countries. Teacher scores presentation using speaking rubric.
6. "Passport to the World" presentation on 1/18/13. ESL students present their brochure or poster, and any additional artifacts, related to their native lands. A workshop atmosphere is arranged in the school library, which is decorated and transformed to include large tables, (stations), for each country represented. ESL students are stationed at their countries' table and will share their project with a mainstream class that will "visit" each country. Students distribute teacher made "passports" to each visitor, and small groups of students are instructed to sit at each table. ESL students share information about their countries for approx. five minutes, after which the teacher rings a bell to have mainstream students rotate in their group to the next table. ESL students "stamp" the passports, writing their country's name and a few words in their language. This continues until each group of mainstream students has visited every country. The same format is followed for five periods during the day.

Note: Teacher has prearranged with staff members a schedule of attendance. One class of approx. 30 students per period is ideal, but two classes per period is also possible if there is enough space. Also, an International Food Table is also set up thanks to a colleague's help, along with donations of ethnic snacks and food for sampling. Students can also rotate to the tasting table. Remember to be aware of any students or staff with food allergies.

7. Students are presented with a Multicultural Bibliography for further reading. Students are directed to Mrs. Aston's Blog on the Gelinas Library Home Page for additional resources. See: gelinaslibrary.blogspot.com/ms-monica-aston-esl-department.html

FOLLOW- UP ACTIVITIES:

1. Teacher scores poster or travel brochure using teacher-created rubric.
2. Students receive a self-assessment form to reflect upon their progress and achievement in the activities.
3. Visitors to the workshop receive a workshop assessment form that will provide feedback to the teacher and students.

REFLECTION:

"Passport to the World" is a learning experience that I created many years ago, as I wanted my students to be proud of their heritage and share their knowledge and experiences in a way that would benefit themselves, their classmates, and the school. This year I expanded it to include a technology piece, the Powerpoint presentation and a blogspot on the Gelinas Library website, thanks to my colleague, Mr. David Miller. Another new addition was the creation of the DVD, thanks to Ms. Donna Alaimo, who has helped in numerous ways. The International Foods Table was a success because of the work of Ms. Diane Delvecchio. With the help of my colleagues and the work of my students, this learning experience was significant as a lesson that transcended beyond the walls of the ESL classroom. A special thank you to Mr. Gus Hueber, Gelinas JHS principal, who has encouraged me to continue the workshop, "Passport to the World", as one of the highlights of our Dignity Day events at Gelinas.

Wantagh

June 7, 2013

Name: Marisa Evert

School: Wantagh UFSD

Grade(s): K-4

ESL Proficiency Level(s): Beginner-Advanced

Lesson Title: Homonyms

Description of Prior Learning:

CCLS Language Arts Standard(s):

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

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

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NYS ESL Standards:

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 classroom and social interaction.

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

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

The students will be presented with a card on the table (ex: ring). The students will be asked to write down the definition of the word. The teacher will direct the student's attention to the multiple meaning this one word may have. The students will be asked to brainstorm what additional information is needed to figure out the definition of the word (Standard 2.2). The students will then be instructed to flip the card over where the word will be used in a sentence. The students will then provide the appropriate definition.

Following the completion of the anticipatory set, the teacher will explain to the students that they are going to be learning about homonyms. The students will be asked to provide the definition of a "homonym" based on the example provided during the "do now" (Standard 1.1 & 2.2). The students will then be presented with a book, If you were a Homonym, by Nancy Loewen. The students will look at the cover and make predictions about what the story may be about based on the title and picture (Standard 3.5). The students will listen to the story, presented orally, and answer "wh" questions throughout the story to facilitate recall and check for comprehension (Standard 3.6 & 5.2). The presented questions will be differentiated based on the student's level of comprehension. The teacher will then provide the students with a sentence completion activity on the Smart Board (Standard 4.3). The teacher will work with the students to identify the correct definition for the presented homonyms.

Upon completion of the above activity, the students will be presented with a homonym game on the Smart Board. The students will take turns answering questions throughout the game (Standard 3.4 & Standard 4.2). The questions will range in complexity as the numbers get bigger. When it is not their turn, the other students will have the opportunity to earn extra points on their peers questions to facilitate attention throughout the game. A "bonus" question will be embedded in

the game. To earn the "bonus", the students will be instructed to write two grammatically correct sentences using the homonym provided (Standard 1.1 & Standard 5.4). Depending on the student's comprehension, the worksheets will vary in complexity. When they are done with their sentences, they will read them aloud to their classmates. The other students will determine what the definition of the homonym is based on context of the sentence.

The students will then complete a practice homonym worksheet. Upon completion, the students will receive a graphic organizer in order to organize their information for a game they will create on the iPad app, Sentence Maker. The students will continue to work on the iPad game during the next class.

As closure, the students will be given an exit card in order to write 2 sentences using a homonym they are given.

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 Sentence Maker, www.brainpopjr.com

Reflection: The students really enjoyed making their own homonyms game on the iPad. The game will be helpful to all students, not just ELLs. In the future, I would use this lesson with Grade 1 and up. This seemed to be more challenging for my kindergarten student.

West Islip

June 7, 2013

Teachers: Vanessa Cabrera (Elementary Level)
Monica Krawczyk (Secondary Level)

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

Grade(s): K-5 & 6-12

ESL Proficiency Level(s): Beginner- Proficient

Lesson Title: Virtual Posters of Famous Historical New York Landmarks

Description of Prior Learning:

At the elementary level, students were introduced to the famous historical New York landmarks for each group. Then students completed research, using various resources, in their cooperative groups based upon the famous landmarks they were assigned. They researched information answering the 5 W questions, as well as any additional interesting facts.

At the secondary level students used two class periods to individually research their assigned landmark utilizing iPads. In addition, students recorded their information on a worksheet provided by the teacher.

CCLS Language Arts Standard(s):

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

College and Career Readiness Anchor Standards for Reading (K-5): 1, 3, 7

College and Career Readiness Anchor Standards for Writing (K-5): 6, 7, 8, 11

College and Career Readiness Anchor Standards for Speaking and Listening (K-5): 1, 2.

College and Career Readiness Anchor Standards for Language (K-5): 2

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

- Students completed their research (in the prior learning activity).
- On the day that the secondary ELLs came to visit, elementary students were introduced to their secondary group members (students were matched by country and or language).
- Students were placed in their cooperative groups in the computer lab.
- Students were introduced to the educational website of Glogster. In addition to learning about Glogster from a demonstration, students had an opportunity to familiarize themselves with this site, including clipart, photos, videos, wallpaper, text boxes, font, colors, etc.
- All cooperative groups used their completed research information, along with their newly learned skills of the site, Glogster, to create a virtual poster based upon their famous historical New York landmark.
- Students then participated in a sharing circle and shared their reflections of their experience working together.
- Secondary students had to present their Glogs to the class. A rubric was used to assess students' oral presentations.

Materials:

- Historical landmark resources - books (elementary level)
- Pencils
- Research worksheets
- Computers
- iPads (secondary level)

Software/Internet sources:

- www.glogster.edu (virtual poster making website)
- www.google.com (search engine)

Reflection: This was an exceptional learning experience for all students in grades K-12. Throughout this lesson, students had an opportunity to learn about famous historical New York landmarks by reading, writing, researching, and discussing with their group members. Students were also able to work cooperatively with their group members to share completed research and create various elements of the virtual poster. Throughout this experience, students were fully engaged, learned about history and technology, and they all got to know each other. Furthermore, all ESL students from our district had an opportunity to talk about their native countries and use their native language when introducing themselves and during lunch. It was evident that all students truly enjoyed working with one another throughout the entire day.

West Islip

June 7, 2013

Teachers: Vanessa Cabrera (Elementary Level)
Monica Krawczyk (Secondary Level)

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

Grade(s): K-5 & 6-12

ESL Proficiency Level(s): Beginner- Proficient

Lesson Title: Virtual Posters of Famous Historical New York Landmarks

Description of Prior Learning:

At the elementary level, students were introduced to the famous historical New York landmarks for each group. Then students completed research, using various resources, in their cooperative groups based upon the famous landmarks they were assigned. They researched information answering the 5 W questions, as well as any additional interesting facts.

At the secondary level students used two class periods to individually research their assigned landmark utilizing iPads. In addition, students recorded their information on a worksheet provided by the teacher.

CCLS Language Arts Standard(s):

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

College and Career Readiness Anchor Standards for Reading (K-5): 1, 3, 7

College and Career Readiness Anchor Standards for Writing (K-5): 6, 7, 8, 11

College and Career Readiness Anchor Standards for Speaking and Listening (K-5): 1, 2.

College and Career Readiness Anchor Standards for Language (K-5): 2

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

- Students completed their research (in the prior learning activity).
- On the day that the secondary ELLs came to visit, elementary students were introduced to their secondary group members (students were matched by country and or language).
- Students were placed in their cooperative groups in the computer lab.
- Students were introduced to the educational website of Glogster. In addition to learning about Glogster from a demonstration, students had an opportunity to familiarize themselves with this site, including clipart, photos, videos, wallpaper, text boxes, font, colors, etc.
- All cooperative groups used their completed research information, along with their newly learned skills of the site, Glogster, to create a virtual poster based upon their famous historical New York landmark.
- Students then participated in a sharing circle and shared their reflections of their experience working together.
- Secondary students had to present their Glogs to the class. A rubric was used to assess students' oral presentations.

Materials:

- Historical landmark resources - books (elementary level)
- Pencils
- Research worksheets
- Computers
- iPads (secondary level)

Software/Internet sources:

- www.glogster.edu (virtual poster making website)
- www.google.com (search engine)

Reflection: This was an exceptional learning experience for all students in grades K-12. Throughout this lesson, students had an opportunity to learn about famous historical New York landmarks by reading, writing, researching, and discussing with their group members. Students were also able to work cooperatively with their group members to share completed research and create various elements of the virtual poster. Throughout this experience, students were fully engaged, learned about history and technology, and they all got to know each other. Furthermore, all ESL students from our district had an opportunity to talk about their native countries and use their native language when introducing themselves and during lunch. It was evident that all students truly enjoyed working with one another throughout the entire day.

These special words of thanks go out to all of the
ESL educators that contributed both time and
thought into the development of these lessons.

Without your hard work and diligence this event
would not have been possible!