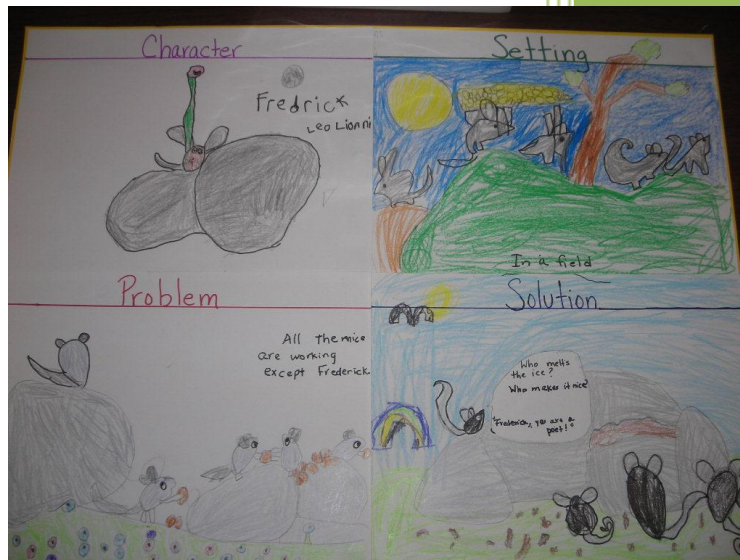


2012



Celebration of Learning

Title III Consortium

Long Island Regional Bilingual Education

Resource Network

6/11/2012

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Celebration of Learning

Name: Elizabeth Barry

School: Babylon Jr./Sr. High School

Grade(s): 8 - 11

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

Lesson Title: American Revolution

Description of Prior Learning: We have been focusing on the history of the U.S. from the discovery of the New World, to the formation of the 13 colonies, to the colonists' desire for independence from Great Britain.

CCLS Language Arts Standard(s): Students will be reading a non-fiction article about the American Revolution and answering reading comprehension questions.

CCLS Mathematics Standard(s) -or-

CCLS Social Studies/Science Standards: Reading a non-fiction text about an important event in American history, the American Revolution.

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

1. The teacher will ask "What is independence?" and illicit answers from students.
2. The teacher will review information about the 13 colonies that belonged to Great Britain by asking questions that students should know from the previous chapters.
3. The teacher will show the map of the 13 colonies and the distance from Great Britain.
4. The teacher will introduce today's topic - by asking if anyone knows why the colonies wanted independence from Great Britain.
5. The teacher will hand out an article (1 - 2 pages) for students to read about the American Revolution.
6. We will read it over together to practice pronunciation as well as go over new vocabulary for comprehension.

7. The teacher will have a laptop and projector available to go over words and to show meanings of words through the use of pictures available on the internet.
8. After each paragraph the teacher will ask poignant questions to check student comprehension.
9. After the article is completed, students will complete comprehension exercises. Advanced students will complete the exercises independently. Intermediate students will attempt the exercises independently, but also must underline/highlight where they found each answer in the reading. The teacher will help the beginner students to complete the exercises.
10. When all students are done, to reinforce the information, we will go over all the questions as a class. Students will read and answer the questions aloud.
11. The teacher will assign an "American Revolution" project. Students will be given a list of topics pertaining to the American Revolution, for example: important people, battles, etc. Students will research their topic and design a power point presentation. The presentation must include facts, written in their own words and pictures. It must be between 7-10 slides. Students will have 1 week to complete their project and then students will present them to the class.
12. The teacher will show the movie, "The Patriot," to the class, so they can gain a better understanding of what life was like during colonial times.
13. Students will watch the movie and complete a packet, where they will fill in information from the movie with common "literary" terms such as: setting, characterization, plot, conflict, and theme. The advanced students will be able to do this independently, while the intermediates and beginners will need assistance.
14. A test will be given to assess student understanding of the topic.

Materials:

1. Laptop with projector
2. Article on the American Revolution along with comprehension questions taken from
3. Classroom computers w/internet
4. Map of North America and Map of the world
5. DVD "The Patriot"

Software: Microsoft - Power Point

References:

From the Beginning, A First Reader in American History, author - Judith Bailey. Published by JAG Publications, 1990.

Reflection:

I feel this is a beneficial lesson because students are using all four language skills (reading, writing, listening and speaking). It is useful to them because they are learning American history, which is necessary for success in school as well as, gaining an appreciation of American culture. This lesson will take about 3 weeks. I prefer to end it with the movie, because the students really enjoy watching it and it gives them something fun to look forward to. The packet they are doing after the movie will help the students in their English classes by learning the literary elements.

I like using this book because each chapter is long enough to teach the students about the topic, but short enough so that it can be used with all levels.

Celebration of Learning

Name: Joan Altieri

School: Babylon Schools

Grades: K - 12 and beyond

Lesson Title: Genre Jumping

(This lesson is published online and in a handbook of lesson plans published by the Department of Writing and Rhetoric at SUNY Stony Brook. It works on any level to help students understand and identify genre.)

Description of Prior Learning: Pick a place, preferably a city like New York, where most students will have visited. If this isn't the case, pick any place—the Bronx Zoo, a park, or even the school. Students will also have been exposed to examples of various genres such as the Narrative, the News Article, Historical Documents, Plays, Descriptive Essay, etc. Choose any four or five genres according to grade level.

ESL Standards—

Standard 1: Students will use English for information and understanding in order to communicate effectively in an academic settings.

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

Standard 4: Students will use English for social and classroom interaction outlines strategies, both in and out of school.

Standard 5: Students will use English for cross-cultural knowledge and understanding in acquiring a "second culture" in both social and academic contexts.

Procedures:

Teacher: Decide on a title for the lesson, for example, New York City, and write this at the top of the white board. Then, divide the white board into four or five columns and label each column with a different genre.

Begin the discussion by asking students to describe New York City. Students will, of course, mention buildings, crowds, noise, traffic, etc. Either write these descriptions or have students write them in the appropriate column.

Move on to another genre, for example, the narrative. Ask students to relate a story about a personal experience in New York City. They can each spend five minutes writing about an experience and then relate it to the class. Write a sentence for each student in the Narrative Column.

If students have been studying geography, history, etc. in their Social Studies classes, ask appropriate questions about these aspects of NYC and write the information in the appropriate column.

The genres you choose can include everything from science (rock, minerals, natural habitats) to short stories to plays to history.

Reflection: I have used this lesson in elementary school classes and in university writing classes. When the students themselves generate the information and choose the classification for this information, "genre" becomes more than an academic word. They really understand what it means.

Naturally, this lesson can be used in many different ways. Students can look up factual information on the Internet and classify it; they can make up their own stories, plays, or even songs; they can write persuasive papers on everything from the need for noise control to the need to make it less expensive to go to a Broadway show.

Celebration of Learning

Name: Joanne Rosche

School: Bayport-Blue Point High School,
James Wilson Young Middle School

Grade(s): 8 - 12

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

Project Title: Ipod Multi-Cultural Celebrations

Objective: Students (Sts.) will illustrate varied aspects of their culture that they are proud of while learning English and enhancing knowledge of ipod use.

NYS Learning Standard(s) & Performance Indicator(s): ESL 1.1, MST 2 (Information Systems), MST 2.IS1

Assessment Plan: Students will complete on the ipod 6 completed items which illustrate their native countries' culture and mastery of English language and new vocabulary through anthem lyrics, poetry and recipes.

Description: Students will produce researched and compiled items including: personalized cultural video presentations, national anthems music, individual recitations of national anthem lyrics in native languages and English, culturally rich music videos, recitations of chosen poems in English and recitations of cultural recipes.

Procedure:

What the Teacher Does	What the Students Do
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<p>→1 Warm up: Teacher (T.) will review last year's ipod presentations which illustrate various aspects of ESL students' individual cultures. Guide students towards innovative ideas for creating new individual video presentations.</p> <ol style="list-style-type: none"> 1 T. will assist sts. in compiling items and then film sts. during individual cultural presentations with FlipCamera. 2. T. will assist sts. in finding national anthem music on the Internet. Use guided practice while following steps in BBPHS Library Catalog & Online Databases (for Culturegrams) to research this information. 3. T. will review/teach vocabulary in English versions of national anthems and encourage sts. to practice reciting in the classroom. 4. T. will help sts. transfer national anthem music selections and record national anthem recitations onto ipods. 5. T. will help sts. transfer cultural music videos of choice onto ipods. 6. T. will visit the high school library with sts. to explore poetry selections that would be of particular interest to ESL sts. 7. T. will review/teach vocabulary in selected poems and help with pronunciation and practice of poetry recitations. 8. T. will assist sts. in recording individual poetry recitations onto 	<p>→2 Warm up: All ESL students will brainstorm with T.'s guidance on what they'd like to share with others about their native cultures in their own personalized video presentations. They will create and compile cultural items/realia that they'd like to illustrate in these videos.</p> <ol style="list-style-type: none"> 1. Sts. will present chosen cultural information during FlipCamera video performances (ex: flags, cultural/landmark photos, native country costumes, money, jewelry, etc.). 2. Within library or other website, sts. will research and find music for national anthems and lyrics in native languages and English. (Go to: http://destiny.bbbschools.org → Virtual Reference Collection → CultureGrams) 3. Sts. will learn national anthems lyrics and practice reciting them in both their native language and in English. 4. Sts. will record their recitations onto ipods through attached microphones. 5. Sts. will Google-Search music videos which reflect their culture (ex: interwoven photos and video clips of their countries' history, holidays, famous attractions and fashions). 6. Sts. will transfer chosen music videos onto ipods in video compilations section.
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<p>ipods.</p> <p>9. T. will take sts. through school Online Reference Collection/CultureGrams section to find culturally traditional recipes to share with the class.</p> <p>10. T. will record st. recitations of recipes onto ipods. T. will scan and add text for these recipes as well.</p> <p>11. T. will assist in adding text to audio ipod files of anthems, poems and recipes.</p> <p>Follow-up: T. will help transfer photos of cultural recipes onto ipods following a celebration of sharing these foods in the ESL classroom.</p>	<p>7. Sts. will explore poetry for young adults in the school library and choose a favorite of their own.</p> <p>8. Sts. will learn vocabulary in chosen poems and practice reciting them.</p> <p>9. Sts. will perform and record poetry recitations when well prepared and confident.</p> <p>10. Sts. will find a traditional recipe from their country and recite it, including ingredients and directions, onto ipods.</p> <p>11. Sts. will collect printed text for national anthems, poems and recipes to be added to ipods as well for viewing as the listener hears these audio presentations.</p> <p>Follow-up: Sts. will make cultural recipes of choice for the whole class to try. Add photos of these recipes (found through Google.com, then transferred to Microsoft Word) to ipods if possible.</p>
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Time Required

Planning: 2 weeks

- ☐ Implementation: 2 weeks for student practice and completion
- ☐ Assessment: 1 class period per student

References: www.google.com, www.youtube.com, <http://destiny.bbbschools.org> (for Culturegrams), The Children's Classic Poetry Collection Compiled by Nicola Baxter, Falling Up by Shel Silverstein

Materials: Title III ESL Consortium FlipCameras, ipods, portable microphones and speakers, ESL Laptop, Smartboard, printer, poetry books, printed copies of various lyrics (anthems, poems and recipes) , markers,

paper for st. flags and Internet-generated photos

Software: FlipShare software for st. videos, ipod software for video transfers, music and voice compilations

Teacher Reflection: ESL students were able to effectively show pride in their heritage and traditions through individual personalized video presentations, music, more visuals through cultural music videos, and sentimentally significant prose (within national anthem lyrics). They were able to acquire a rich vocabulary while learning and practicing recitations of anthems, poetry and authentic traditional recipes of choice. We were able to add actual text to the ipods for these audio components, so that the viewer can scroll through the words and understand them clearly as they enjoy listening. Photo illustrations of recipes were transferred onto ipods, yet another new dimension. Finally, tasting students' authentic recipes was much enjoyed by everyone and a definitive part of this learning experience that the ESL students could be especially proud of.

Celebration of Learning

Teacher: Carrie McDermott

District: Bridgehampton UFSD

Grades: 8 - 12

Content Areas: Beginner/ Intermediate ESL, Chemistry (Common Core - English/ Science)

Topic: Dr. Jekyll & Mr. Hyde

Standards & Indicators

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

Students learning English, as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

- Indicator 5: Students will formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning.
- Indicator 6: Students will support inferences about information and ideas with references to features in oral conversation. Such features include vocabulary, format, facts, and relevance of details.

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

Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

- Indicator 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.
- Indicator 2: Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text.

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

Students learning English as a Second Language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

- Indicator 5: Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics.
- Indicator 6: Explain actions, choices, and decisions in social and academic situations.

English Language Arts Standard 1: Language for Information and Understanding

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

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English Language to acquire, interpret, apply, and transmit information.

Instructional Objectives

Students will be able to discuss the two main characters from the novel "Dr. Jekyll and Mr. Hyde." Students will work together to create a brief characterization chart for each of the characters. Students will explore the work of Dr. Jekyll by conducting two experiments. Students will be able to write about the experiment process for each drink. Students will select the experiment of their preference and will be able to use their imagination, outside of class, to write about the effects they will encounter once they

ingest the experiment.

Motivation

Students will complete a "Chalk Talk" activity about Dr. Jekyll and Mr. Hyde, the two main characters in the novel, "Dr. Jekyll and Mr. Hyde". *(Students will situate themselves around the activity and identify what they know about each of the characters.)* **Please note - This is a completely silent activity.**

Materials

- Chalk Talk
- Copies of the novel, "Dr. Jekyll and Mr. Hyde"
- Experiment 1 (3 different juices, a narrow glass, and an eyedropper)
- Experiment 2 (water, food coloring, baking soda, vinegar, and a clear glass)
- Loose-leaf paper
- Homework

Strategies

Direct instruction: This will be used to give students direct instruction about the chalk talk and the characterization charts.

Group discussion: This will be present when students discuss the steps necessary to conduct the experiment.

Cooperative learning: This will be present when students work together to complete the Chalk Talk and the experiments.

Developmental procedures

1. Students will be given a Chalk Talk activity sheet to work on silently as a group. *(After reading several chapters in the novel... What do you know about Dr. Jekyll? What do you know about Mr. Hyde?)*
2. Students will discuss a brief overview of the characters. *(After reading several chapters in the novel... What do you know about Dr. Jekyll? What do you know about Mr. Hyde?)*
3. Students will discuss the first experiment. *(What do you think will happen when we pour each juice into the glass? Why do you think that will*

happen? Do you think you will be able to drink the experiment? Why or why not?) Students will be able to listen and implement the steps of the experiment through oral directions. *(Select one juice and pour it into the narrow glass, select a second and do the same, followed by the third. What do you see happening? Why do you think its happening?)*

4. Students will discuss the second experiment. *(What do you think will happen when we add all the ingredients to our glass? Why do you think that will happen? Do you think you will be able to drink the experiment? Why or why not?)* Students will be able to listen and implement the steps of the experiment through oral directions. *(Pour a little water and baking soda into your glass, add food coloring. Pour a pour a splash of vinegar into the glass? What do you see happening? Why do you think its happening?)*

5. Students will write about each experiment, explaining the steps they took and the outcome. Students will need this information to complete the homework assignment. *(What steps did you take to complete each experiment? What happened first, next, last? What was the outcome? Did you think this would happen? Why or why not? Explain your answer.)*

6. Students will take a sip of each of the drinks and decide which they prefer prior to leaving to assist them in completing the homework assignment. *(Take a sip of each. Which do you like better? Why?)*

Assessment

- Students will complete a Chalk Talk activity.
- Students will be able to make connections to the two main characters from the novel, "Dr. Jekyll and Mr. Hyde."
- Students will participate in two science experiments.
- Students will write a description of the experiments.
- Students will complete a homework assignment based on the characters and the experiments they performed.

Independent Practice

1. What is the name of the experiment you selected?
2. Sometimes people change as a result of drinking potions. Imagine your experiment is a potion that can change you into anything you want. What would happen? Write about the effects of drinking your experiment. Be

creative. This must be 1 typed, double-spaced page. This due on Friday.

Teacher References

Hernandez, H. (2001). *Multicultural Education: A Teachers Guide to Linking Context, Process, and Content*. (2nd Edition). Upper Saddle River, NJ: Prentice-Hall, Inc.

Stevenson, R. L. (2008) *Dr. Jekyll and Mr. Hyde*. Essex, England. Pearson Education.

Vaughn, S., Klinger, J. K. & Bryant, D. P. (2001). Collaborative *Strategic Reading as a Means to Enhance Peer-Mediated Instruction for Reading Comprehension and Content-Area Learning*. Remedial and Special Education, 22, 66 - 74.

Websites:

A fizzy Potion obtained via the web at <http://chemistry.about.com>

A Density Experiment obtained via web at <http://www.sciencebob.com>

Celebration of Learning

Name: Nancy Kennedy

School: Center Moriches School District

Grade(s): 7-12

ESL Proficiency Level(s): Intermediate - Advanced

Lesson Title: Using Visuals to encourage discussion using introduction to AWL words from Subset 1.

Description of Prior Learning: Using learned vocabulary and speaking skills.

CCLS Language Arts Standard(s):

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

Procedure (What the Teacher Does & What the Students Do): Discussion-provoking images are inserted into the Notebook Software. Students are shown the picture to create discussion. Teacher will use Academic Word List words to initiate a discussion of the picture. Then students will use the pens from the SMART Board to write words, sentences, circle key components that add to the group discussion. The finished product from the SMART Board can then be printed out for the students to refer to in the future and for review at home.

Materials: SMART Board, laptop, projector, Notebook software, AWL words.

Software: Notebook software

References: Google images

Reflection: Students summarize new AWL words that they have learned.

Celebration of Learning

Name: Christine Copley

School: Lloyd Harbor

Grade(s): 2-6

ESL Proficiency Level(s): Beginner to Advanced

Lesson Title: **My School**

Description of Prior Learning: Students have learned about the different people and places in their school.

CCLS Language Arts Standard(s):

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

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

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SL.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

Teacher

- Teaches about the places and people who work in the school
- Teacher tells students to take pictures of all of the people and places in the school and gives students cameras. Class takes a tour of the school.
- Teacher collects all of the cameras and downloads pictures onto a file for each student

- Teacher and class look at all of the pictures on the SmartBoard and talk about pictures.
- Teacher demonstrates how to use Photostory.
- Teacher facilitates with students scripts and student narration.
- When students have finished, class watches videos and discusses them.
- Teacher grades projects based on a rubric.

Class

- Class discusses all of the things that happen in all of the places.
- Students take pictures of places and people that are meaningful to them
- Students will pick who their audience will be for their presentation (new ESL students, friends and family back in their native country)
- Students hand in their cameras at the end of class
- Class discusses all of the pictures
- Students pick pictures and insert them into their Photostory.
- Students write one to three sentences for each picture for their narration.
- Students practice and record their lines.
- Students edit and listen to their story.
- They add music to their story and save it to a disk.
- They watch their classmates presentations and discuss.

Materials:

Cameras, computers, microphone, headphones, SmartBoards, cameras

Software: Windows Photostory

Reflection:

My students enjoyed working on this project. They had a clear audience in mind while creating it. My Norwegian students were returning to Norway for the holidays and wanted to show this video of their new school to their family and old classmates. Their mom wrote a note telling me that the video was a success. Everyone in Norway loved it!

Celebration of Learning

Name: Carol Talmage

School: East Quogue

Grade(s): K-4

ESL Proficiency Levels: Beginning/Intermediate/Advanced

Lesson Title: Remembering the 3R's!

Description of Prior Learning: Students are actively involved in a recycling unit by integrating English, science and environmental consciousness.

Objective:

Students will practice reading, writing, listening and speaking in English for information while becoming more knowledgeable about reusing, reducing, and recycling material.

The Common Core State Standards ELA includes six shifts of instruction:

Shift 1: PK-5 Balancing Information and Literary Text

Shift 2: Building Knowledge in the Disciplines

Shift 3: Staircase of Complexity

Shift 4: Text-Based Answers

Shift 5: Writing from Sources

Shift 6: Academic Vocabulary

Procedure:

Teacher will brainstorm with students what they already know about reusing, reducing, and recycling materials.

Teacher will review content vocabulary and introduce additional content vocabulary (paper, plastic, metal, aluminum, glass, and compost).

Advanced vocabulary: leachate, lining of sanitary landfills, biodegrades, bauxite, polymers, petroleum, ozone layer, polystyrene (styrofoam), natural resources.

Students will preview The Magic School Bus Holidays (Recycling)

Teacher will initiate discussion and students will share something interesting or new that they learned.

Students will share their knowledge about reusing, reducing, and recycling materials in a written summary.

Students will complete an exit ticket by writing an answer to the question, ***What does this symbol mean?***



Materials: Laptop, SmartBoard, chart paper, Thinking Maps, Graphic organizers.

Software: Brain Pop, Brain Pop Jr. Safari Montage, Kidspiration

References: We Use It Again by Aimee Louise, Reuse, Reduce, Recycle by Jennifer Kenny, Oxford Dictionary for Kids, Oxford Picture Dictionary for Content Areas, The Magic School Bus Holidays (Recycling) DVD.

Reflection: I taught this lesson to an intermediate level of second graders. The students enjoyed sharing how used items can be remade into new usable items.

Celebration of Learning

June 11, 2012

Name: Marisa Aiello
School: East Moriches Union Free School District
Grade(s): 5-8
ESL Proficiency Level(s): Beginner - Transitional

Lesson Title: **Explorers**

Description of Prior Learning: Students should have some familiarity with global map skills, using a computer, using the talking globe and knowledge of a compass.

New York CCLS Language Arts Standard(s):

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5-8 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and their information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

New York CCLS Social Studies/Science Standards:

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, and causally).
- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.

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

The Teacher will read all slides out loud &/or call on an advanced student to read to the class. Each slide has directions for students to be called up to the board to demonstrate learning and understanding.

Students will:

- follow the routes of early explorers by tracing them on maps
- read a timeline to understand the chronology of early explorations
- interact with the instruction and activities to learn about the discoveries of early explorers and read maps to trace the routes of their explorations and discoveries
- directed to touch words that are set in bold print to learn their meanings and practice with classmates.

- See/Read the specific notes as the class proceeds with this lesson.

- use read/writing/listening and speaking to correctly answer New York State Social Studies exam questions.

Materials: Smartboard, Internet, America's Story: Book One to 1865 by Vivian Bernstein

Software: Smartnotes

References:

<http://www.robotsandcupcakes.com/smart-development.html>

<http://www.p12.nysed.gov/ciai/socst/pub/eless1.pdf>

Reflection:

Studying Explorers has always been one of the most challenging units to learn about. The unit itself is full of facts to memorize. Every explorer made a difference for the explorers that came after him meaning that the sequence and location of each exploration is so important to remember. The Unit itself can be a difficult one to teach because the material is so cut and dry. This lesson will hopefully add a little excitement to the content material using the interactive components of the lesson.

Celebration of Learning

Name: Mihaela Kuhnle, Jennifer Murray, Joan Petrella

School: Eastport South Manor School District

School: Elementary

Grade(s): Level K-3

ESL Proficiency Level(s): all

Lesson Title: The Rainforest Study Unit

Description of Prior Learning: This was a first time experience discussing the rainforest for the Kindergarten students, and a revisited topic for 1-3 graders. In general students were familiar with some of the plant and animal life of the region, but they knew little or nothing at all about the layers of the rainforest, the variety of plant and animal life, as well as the survival role the rainforest plays for all humanity.

CCLS Language Arts Standard(s):

Reading Standards for Informational Texts (K-2)

- Key Ideas and details - ask and answer questions about key details(1)
- Integration of Knowledge and ideas - identify similarities and differences between 2 different types of text on the same topic (6)
- Range of reading and level of complexity - group reading activities with purpose and understanding (9)

Writing Standards (K-2)

Text types and purposes

- Draw, dictate, write to compose informative/explanatory texts (2)

Research to build and present knowledge

- Recall information from experiences or gathered from provided sources to answer questions (8)

Responding to Literature

- Create art work and personal response to a particular theme studied (11)

Speaking and Listening Standards

Comprehension and collaboration

- Participate in topic discussions with peers and adults (1)
- Ask questions and request clarification (2)

Presentation of knowledge and ideas

- Describe familiar things and provide additional details (4)
- Speak audibly and present ideas clearly (6)

Language Standards

Conventions of Standard English

- Demonstrate command of Standard English capitalization, punctuation, and spelling when writing. (2)

Vocabulary Acquisition and Use

- Explore words relationships, nuances and meanings
- Use words and phrases acquired through reading, conversations or being read to, and responding to texts. (6)

CCLS Mathematics Standard(s) -or-

CCLS Social Studies/Science Standards:

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

Teacher:

Created Smart Notebook interactive slides and activities

Prepared video clips age appropriate and subject related for daily use with the lesson

Created opportunities for discussion, questioning, and clarification

Read to students, clarified meanings, incorporated new vocabulary and language structures throughout the unit

Prepared handouts and independent student activities

Facilitated student interaction and exchange of information through activities such as Numbered Heads Together, Inside/Outside Circles, Think-Pair-Share.

Students:

Wrote daily Journal pages that included:

- Information about the new topic they learned (an animal, life cycle of the butterfly, gas exchange, loss of animal habitat)
- Completed handouts of rainforest animals by coloring and labeling (some of these activities were used to develop listening to directions skills or reinforcing new vocabulary)

Shared with each other and the class what they learned about various types of animals living in the rainforest

Completed an image chart of the Life Cycle of the butterfly, and labeled each stage

Learned to sing the Rainforest song, by adding a stanza each day, and incorporating the song in the daily warm-up routine

Played online interactive games to learn more about rescuing the rainforest

Used maps to show the locations of the rainforests around the world (introduction to continents and oceans)

Created an anteater poster

Materials: maps; fiction and non-fiction books; Rainforest Animal Fact Cards (National Geographic Kids); graphic organizers (word webs, Venn Diagram, KWL chart); construction paper; pictures; YouTube video clips

Software: Smart Notebook, PPT, Internet, Picture Story, Movie Maker

References: Internet resources

<http://kids.nationalgeographic.com/kids/photos/tropical-rainforests/>

<http://www.rainforestanimals.net/>

<http://www.enchantedlearning.com/subjects/rainforest/Animals.shtml>

<http://www.rainforesteducation.com/life/canopy1.htm>

<http://www.youtube.com/watch?v=rAc9DyBZIYU>

Reflection: This unit was designed to go hand in hand with the mainstream classroom curriculum and proved to be a successful conceptual and linguistic support to all students. The level of excitement about the topic was present daily and it culminated with the school's rainforest display and "Discovery Walk". This topic allowed for ample opportunities to explore non-fiction literature, poetry, music, arts and crafts, and mathematical concepts such as measurement and graphing. It allowed students to walk in a virtual rainforest daily through images and live video footage and sounds.

Celebration of Learning

Name: Christine Aviles Nott

School: Greenport Schools

Grade(s): 7-12

ESL Proficiency Level(s): Intermediate to Advanced Level

Lesson Title: Using Windows Live Movie Maker to Tell Stories from Native Lands

Description of Prior Learning:

- Knowledge of Windows Live Movie Maker
- Knowledge of various stories, tales, legends from their native country

CCLS Language Arts Standard(s):

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
 - a. Analyze interpretations of a story, drama, or poem by authors who represent diverse world cultures.
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
 - a. Self-select text based on personal preferences.
 - b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces

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

- The students need to feel confident in using Movie Maker. The best way is for them to experiment using the program. The students can upload some images, music, voice, and/or video to Movie Maker and put

together a "test" movie. Let them work together in pairs or small groups, until they feel that they know enough about the program in order to create their own "movie."

- If there are students who are having difficulty with the program, there is a tutorial that shows how to use the program to make your movie. This experimentation should only take 1-2 class periods.
- It is also a good idea to show an example of what you expect from them during this task. So show a movie of a story from your native land.
- Have students choose a story, legend, or tale from their country. You may want to put lower level students into groups, or you may have the students do this individually, depending on their English language proficiency. Let students talk about their choices with their peers and you and help those who are having difficulty choosing a topic by providing them with suggestions. (1 class period)
- Students will need to become familiar with their story. If they know their story from memory, have them write the story in a journal or as a word document. If the students are using material from other sources, have them write the story in their own words in a journal or a word document. (1 class period)
- Students will need to write a "script" for their story. Provide the students with a script form that will help them to organize the frames with in the movie. (1-2 class periods)
- After the students have completed their script, they may begin to search for video, images, and music to go along with their story. (1-2 class periods)
- Once the video, images, and music have been complied, the students may use the *Movie Maker* software to organize and arrange there story. They may also add special effects, movement, and transitions between frames at this time. (2-3 class periods)
- The voice can now be added using *Movie Maker*. Students may want to elect one narrator or may share in the duties of recording the voice for the movie. (1-2 periods)
- When the movie is complete, the students may have a "Movie Festival" and present their movies to the class. (1-2 class periods)
- Student evaluation of each movie using a rubric is one way the projects can be assessed. Teachers can also assess the movies using a rubric for the four modals: Speaking, reading, writing, and listening.

Materials:

- Computers
- various internet resources for stories, tales, and legends from the native countries of your students
- Google images
- legal free music downloads
- microphones for recording voice

Software:

- Windows Live Movie Maker

References:

Websites:

www.freeplaymusic.com (free music)
www.google.com/images (images)
www.wikipedia.org (ideas)
www.unc.edu/~rwilkers/title.htm (*Folktales from Around the World*)

Books:

The Day It Snowed Tortillas, by Joe Hayes
Everyone Knows Gato Pinto, by Joe Hayes

Reflection:

This is a good project if you have a class of students from various countries that may not know much about each other's cultures and literature. Students can compare stories and folktales from their native countries, and discuss the similarities and differences between the stories and the themes.

On a different note, the older version of Movie Maker is so much easier to use (at least it was for my students). You might want to take that into consideration if you have student who are not very tech savvy or become easily frustrated.

Some students had difficulty coming up with a story from their native land. It might be a good idea to have some legends, stories, and folktales from their countries on hand prior to starting this project. Read some of the

stories to the students who may be at a loss, so that they may become familiar with the tales and the genre.

Celebration of Learning

Name: Elzbieta Kulon

School: Greenport Public Schools

Grade(s): 4

ESL Proficiency Level(s): High Intermediate and Advanced

Lesson Title: The Role of Music in Civil War and Beyond..

Description of Prior Learning: 2 lessons

- a) Students watched a video "John Brown's Body" on YouTube and answered questions checking their comprehension of the song.
- b) Students read and discussed the content of Chapter 9 in their S.S. book titled New York and the Civil War.
- c) Students watched "Civil War Timeline Of Major Battles" on YouTube
- d) pairs of students created clouds with the 10 key vocabulary items to review for the chapter test using Wordle and quizzing themselves on those items.

CCLS Language Arts Standard(s): NY.1. Reading: Students will read, write, listen, and speak for information and understanding

And

CCLS Social Studies/Science Standards: 1.3. Study about the major social, political, economic, cultural events in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Learning Objectives for 2 more lessons:

To enrich classroom study of the Civil War and United States history and culture.

To help students understand the role of individuals and historical events in shaping the culture of a nation.

Explore ways music is used to shape public opinion.

To observe how popular melodies can become the foundation for new lyrics.

Procedures :

- a. Brainstorming and speaking: How do people use music and songs?
What role did music play in wars?
- b. listening to the teacher's lecture and to songs on video.
- c. Answering questions about the meaning of new phrases and ideas expressed in those songs.
- d. practicing singing a few verse
- e. answering the What role did those two songs play in the Civil War and in the history of The USA?
- f. writing in journals: What have you learned about the Civil War from the social Studies book and from these videos and these songs.

Materials: copies of lyrics of John Brown's Body
Copies of Battle Hymn of the Republic
Copies of When Johnny comes marching.
Copies of When ants come marching on..
journals

Software: Smartboard

John Brown's Body - The Lords YouTube video
Battle Hymn of the Republic -You Tube
When Ants Come Marching - YouTube

References: Wikipedia, The Battle Hymn of the Republic -history

<http://www.civilwarpoetry.org/>

Celebration of Learning

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

School: Hauppauge School District

Grade: Kindergarten

ESL Proficiency Level(s): Beginner and Intermediate

Lesson Title: Shape Fun

Description of Prior Learning: Colors

NYS ESL Learning Standards:

Standard 1: Students will learn English for information and understanding.

Standard 4: Students will learn English for social and classroom interaction.

CCLS Language Arts Standard(s) & CCLS Mathematics Standard(s):

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Correctly name shapes regardless of their orientations or overall size.

Procedure: Teacher will have flipchart on Smartboard. Students will verbally identify shapes on the Smartboard and then drag the words to label each shape. Students will then take turns moving the shapes with the pen to build their house. They will practice using the adjectives above, below, beside, in front, next to and behind, to describe where the shapes are located.

Materials: Smartboard, ActivInspire flipchart

Software: Smart Notebook

Celebration of Learning

Name: Rosa Ismail
School: Fort Salonga Elementary School
Grade: Grades K-3
ESL Proficiency Level(s): B/I/A

Project Title: Beautiful Bugs:

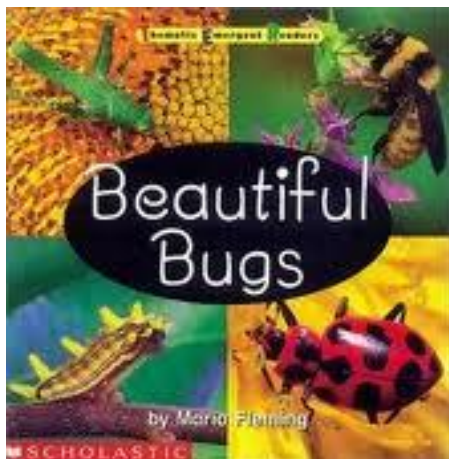
Common Core Standards Shift #1- Balancing Informational & Literary Texts. *Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world - science, social studies, the arts and literature - through text. At least 50% of what students read is informational.*

Description of Prior Learning:

- Depending on grade and proficiency level of course, students should have some experience with: book sense, characteristics/elements of non-fiction texts, body parts of insects/bugs (ie: wings, legs, etc.), be familiar with using a digital microscope, letter/sound relationships, meaning and use of can vs. cannot/can't.
- Read and understand the text (guided reading, independent reading, read-aloud,...)

Beautiful Bugs by Maria Fleming (Level F)

(text as it appears: page #, label/caption on color photo, text below photos)



- Pg. 1 Grasshopper Some bugs are green.
Pg. 2 Black beetle Some bugs are black.
Pg. 3 Ladybug Some bugs are red with spots on their back.
Pg. 4 True bug Some bugs are yellow.
Pg. 5 Spider Some bugs are white.
Pg. 6 June beetle Some bugs have stripes.
Pg. 7 Firefly Some bugs have a light.
Pg. 8 Caterpillar Some bugs look bumpy.
Pg. 9 Bee Some bugs look hairy.
Pg. 10 Dragonfly Some bugs look shiny.
Pg. 11 Katydid Some bugs look scary.

Pg. 12 Walking stick Some bugs look like a stick
 Pg. 13 or a leaf on a tree.
 Pg. 14 But ALL bugs are beautiful
 Don't you agree?



CCLS Language Arts Standard(s)

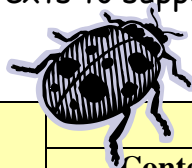
- ELA: Speaking/Listening:
 - comprehension & collaboration: confirm understanding of text read aloud by answering questions
- ELA: Reading:
 - craft and structure: distinguish between information provided by pictures/illustrations vs. words in the text; know and use various text features
 - phonological awareness, phonics and word recognition
 - integration of knowledge & ideas: explain how specific images contribute to and clarify a text
- ELA: Writing
 - text types & purposes: state and write an opinion including a reason for the opinion
- ELA: Language
 - conventions of standard English: demonstrate command of standard English grammar and usage when writing and speaking

CCLS Mathematics/Social Studies/Science Standard(s)

- Math: measurement and data
 - classify objects into categories
- Math: counting and cardinality
 - know number names and count sequence distinguish fact from fiction
- 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.



Procedures:

What the Teacher Does	What the Students Do	
	Content Objectives	Language Objectives
<u>Kindergarten:</u> -reads & clarifies text to/with students -models how to find, write & draw correct bug into correct category -partners students if necessary (or individual if capable)	-classify bugs into two groups: those that fly and those that cannot <i>ie: Students re-write/move the labeled pictures of bugs into the correct category</i>	-use can/cannot/can't in order to tell whether a bug can fly or not; explain in full sentence (while referencing the text) why/why not the bug can fly <i>ie: The bug on page nine can fly because the bee has wings.</i>
<u>Grade 1:</u> -reads & clarifies text to/with students (including the section <i>About the Author</i>) -leads/facilitates a 'whole class' discussion on the author's feelings and how we as readers know this -Shared Write with students to help them begin to answer the questions (<i>ie: The author...I know this because...</i>)	-using details from the text, students write a response to: <i>How does the author feel about bugs? How do you know? Do you agree or disagree with the author? Explain.</i>	-analyze, categorize, read and use (orally/in written form) phonogram families found in the text <i>ie: -ug like in "bug", - ick like in "stick", -ot like in "spots", -ut like in "but", - ack like in "back";</i>
<u>Grade 2:</u> -review with students orally (and/or using previously created chart/poster) text features and their functions/definitions in general - reads & clarifies text to/with students (including the section <i>About the Author</i>) -MODEL: teacher and student write "title" on a post-it and place it on <u>Beautiful Bugs</u> then explain how the title is the name of the book and it helped us predict that the book would be about bugs that the author thinks are beautiful (this can be written as full sentences later)	- identify and explain the importance of the features of an informational text such as diagram (photo), caption, text, title, information about the author, etc. <i>ie: use 'post-its' to "label" parts of the text and then explain. For example: The <u>diagram</u> (photo) helped me read and understand the word "stripes" on page six.</i>	-analyze and explain the different spelling options of long vowel sounds found in the text. <i>ie: Long /i/ can look like "i" as in "shiny", "igh" as in "light", "i_e" as in "white", and sometimes "y" acts like long /i/ as in "firefly".</i> <i>-introduce/review/use of the word insect as a synonym for bug</i>

<p><u>Grade 3:</u></p> <ul style="list-style-type: none"> - reads & clarifies text to/with students (including the section <i>About the Author</i>) -review orally how to compare/contrast, brainstorm words orally/written (<i>like, similar, but...</i>) -MODEL: teacher demonstrates how to observe the same body part of two different bugs using the microscope & has students take turns helping with the example (hands-on) -Shared Write: a model sentence 	<ul style="list-style-type: none"> -use the digital microscope to observe, analyze then compare/contrast the differences/similarities between bug body parts <p><i>ie: The leg of the honeybee and the spider's leg are similar because they are both hairy.</i></p>	<ul style="list-style-type: none"> -use different key words to compare/contrast what is observed <i>ie: like, similar, too, both, have in common, the same as, similarly, as well as, although, however, but, differ, instead, unlike, on the contrary, contrary to, even though, on the other hand; and comparative adjectives (big/bigger/biggest, etc.)</i> - review/use of the word <i>insect</i> as a synonym for bug
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Materials:

- Copies of the text Beautiful Bugs by Maria Fleming
- ELMO (to display book as students read, look for evidence, enlarged photos, etc.)
- pencils, erasers, paper, crayons/markers
- SmartBoard (for note-taking, phonics chart building, etc.)
- Specimens (spider, bee, fly, etc.)

Software:

- digital microscope software
- SmartBoard software
- Microsoft Word

References:

- core curriculum standards and shifts (www.engageny.com)
- digital microscope manual & directions on how to create own slides
- NYSESLAT writing/speaking rubrics to guide instruction (www.nysed.gov)
- ELMO manual



Reflections:

- I added the use of the ELMO before I actually had a chance to use it. I think as I become more familiar with its features and capabilities I could use it more efficiently.

- I think a SmartBoard file would be helpful as practice, review or even a model for the Kindergarten students. It could help them "move" the labeled photos into the correct category on the SmartBoard, just as they would do on the paper (chart) in front of them.
- Most of my students have never used a digital microscope before and I could see the benefit of having more time to explore all the features of the microscope together and then individually.



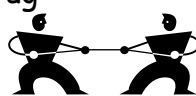


Essential Questions:

- Which bugs can move quicker/faster? The ones that fly or the ones that don't. Why? Explain using evidence from the text.
- What's better for a bug -to fly or to walk? Why?
- Why do you think the author chooses Beautiful Bugs as the title of her book?
- What details from the text show you that the author thinks bugs are beautiful?
- Do you think "firefly" is a good name for the bug on page 7? -Do you think "walking stick" is a good name for the insect on page 12? Why/why not? Explain using details from the text.
- How would you rename the "caterpillar" on page 8? Explain (using evidence from the text) why you chose that name.
- What would be another title the author might choose? What evidence from the text supports your title?
- What is a title that you like? Why?



Extension Activities:

- Students write a well-organized paragraph at whether or not they would like to be an entomologist.
- Students create their own book (picture book with labels, captions, or lots of text-depending on ability) with the title **Beautiful ___?___**, where students show what they really like (ie: Beautiful Flowers, Beautiful Books, etc.)
- Students write a well-organized essay (as per NYSESLAT rubrics) describing how they used the digital microscope to study bugs and how and why it may be helpful to observe other objects.
- Students create a chart of the phonogram families they found *in the book* and then add more words they can find/know with or without pictures.
(ie: *bug-slug-tug-mug-shrug...*, *stick-lick-pick-trick-chick-thick...*)

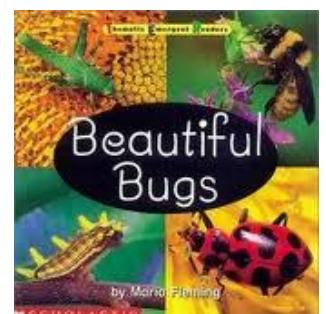
PHONOGRAM from the text	MORE PHONOGRAMS			
bug 	slug 	tug 	mug 	dug 
stick	lick	sick	brick	chick

Name: _____ Date: _____

Bugs that <u>CAN</u> fly	Bugs that <u>CAN'T</u> fly

Author's Opinion

Answer the questions using full sentences.



*How does the author feel about bugs? How do you know?
Do you agree or disagree with the author?
Explain and use evidence from the text to support your answers.*

Extension Activities

Name: _____ Date: _____

Gr. _____



Reflection:

An entomologist is a scientist who studies bugs/insects. Think about the time you spent reading about, talking about and looking at bugs/insects. Do you think you would like to be an entomologist when you grow up? Why/why not? Use details from the text to explain your feelings.

Name: _____ Date: _____

Gr. _____

What's your opinion?

Answer the question using full sentences.

Was it helpful to look at the bugs (insects) using a microscope? Why?

Do you think looking at other objects (things) using a digital microscope can be helpful too? Explain your answer.



Celebration of Learning

Name: Denise Cheshire

School: Mattituck Cutchogue UFSD

Grade(s): 7-12

ESL Proficiency Level(s): Beginner through proficient

Lesson Title: Across the USA

Description of Prior Learning:

Some of the students have prior knowledge relating to the geography of the United States.

CCLS Language Arts Standard(s):

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCLS Social Studies/Science Standards:

GEOGRAPHIC FACTORS INFLUENCE CULTURE

Objectives:

- To describe the relationships between people and environments and the
- connections between people and places
- To map information about people, places, and environments
- To identify and compare the physical, human, and cultural characteristics of

- different regions and people

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

Teacher will

- Provide students with materials to observe how the states within the United States are organized; maps, globe, puzzles
- Explain project
- Instruct students on Photo Story 3
- Monitor progress

Students will understand ...

- The United States is divided into states
- Where those states are located
- Where they live in the United States
- Places of interest to visit
- State Capitals
- State abbreviations

Students will be able to....

- Plan a trip cross country
- Research places of interest
- Share their virtual trip with classmates utilizing Photo Story 3

Materials: maps of US, globe, puzzle of the US, computers, student folders

Software: Photo Story 3

References: sheppardsoftware.com, Photo Story 3, Google

Reflection:

Photo Story 3 is a great way to integrate technology into your instruction. It enables students to utilize their skills in reading, writing, listening and speaking. The collaboration between the teacher and the librarian was a fun learning experience for all.

Celebration of Learning

Name: Regina Paquette

School: Port Jefferson Schools

Grade(s): 2

ESL Proficiency Level(s): Intermediate to Advanced

Lesson Title: First Day Jitters

Description of Prior Learning: Students will have the experience of preparing for the first day of school.

CCLS Language Arts Standard(s):

Reading Standards for Literature, Grade 2:

- 3. Describe how characters in a story respond to major events and challenges.
- 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Reading Standards: Foundational Skills, Grade 2:

- 3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading spelled one-syllable words.
 - d. Decode regularly spelled two-syllable words with long vowels.

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

The teacher will initiate a brainstorm session to discuss how one feels on the first day of school. Students will talk about the different feelings they experienced both the night before and day of their first day back to school. The teacher and/or students will write these words/ideas/feelings on a board. After 10 minutes of sharing, the story "First Day Jitters" will be read to the students. Throughout the reading, the teacher and students will make comparisons with the characters' feelings and their personal feelings while discussing new vocabulary and ideas. Using vocabulary from the book,

the concept that all words contain long and/or short vowels will be introduced. Using a prepared format on Smartboard Notebook, students will interact with Smartboard by touching and dragging story vocabulary words to the appropriate short vowel box.

Materials: "First Day Jitters" by Jule Danneberg, illustrated by Judy Love, white board

Software: computer, projector, Smartboard

Celebration of Learning

Name: Jill Schilling

School: Sayville Public Schools

Grade(s): K/1

ESL Proficiency Level(s): Beginner

Lesson Title: Exploring Author Leo Lionni

Students will:

- respond orally in a discussion about a series of books by author Leo Lionni.
- draw information about setting, character, problem & solution
- identify patterns in setting, characters & plot
- compare details of two stories of their choice
- write about their favorite Leo Lionni book and explain why

Description of Prior Learning: Discussions about Characters, Setting, Problem & Solutions in a story; Story Retelling & Sequencing

CCLS Language Arts Standard(s):

Reading Literature Grade 1:

Ask and answer questions about key details in a text.

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

Describe characters, settings, and major events in a story, using key details.

Use illustrations and details in a story to describe its characters, setting, or events.

Compare and contrast the adventures and experiences of characters in stories.

Writing: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Ask questions to clear up any confusion about the topics and texts under discussion.

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

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Produce complete sentences when appropriate to task and situation.

Procedure

Lesson Took Place over a Course of 4 weeks

Book One: *Inch by Inch*

1. Show students the four books they will be listening to and explain that they will be identifying the character, setting, problem & solution in each book.
2. Introduce students to 4 white 8 1/2x11 (horizontal) sheets of construction paper with the following headings already labeled: Character, Setting, Problem, and Solution. Show them that these four pieces of paper will later be mounted to a large poster board making one poster board with all 4 labeled sheets per book.
3. Show them the cover of the first book, *Inch by Inch* and ask for predictions about the story. Introduce the book by explaining that it is a story of an inchworm who does a lot of measuring.

4. Read the book aloud to students. While reading, model "thinking aloud", questioning and predicting strategies.
5. Ask questions about the character, setting, problem, solution and ending. Make sure students can retell the main parts of the story. Point out that these details they are retelling will be used in their drawings.
6. **MATH CONNECTION:** Give students a ruler and have them measure the different animals that inchworm measured in the book. Have them record their findings on an "Inch by Inch log sheet" that I made prior to lesson. (They loved this!)
7. Show students the character and setting pages. Ask what animal is the main character in the story, what color it is, etc. Have them draw a picture of inchworm and use describing words to write about him on the white sheet labeled Character.
8. You can break students into groups to work on each element, but in my case I only had two students so while one worked on the Character, the other worked on the Setting cell.
9. Discuss the problem & solution together and have the students draw a picture from the book that represents them.
10. As students work, add sentences to their drawings with black marker.
11. When all four cells are finished, glue their drawings on to a large poster board.
12. Talk about their drawings and have them do a story retell.
13. **TECHNOLOGY CONNECTION:** After completing *Inch by Inch* we watched the animated version on BookFlix. (The classroom I'm in doesn't have a Smartboard so technology is limited for us right now)
14. Hang the poster board up, with a color scan of the book cover and their measurement logs.



Book Two: *Swimmy*

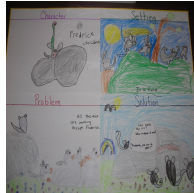
1. Show the cover of *Swimmy*. Ask for predictions about the story.

2. Introduce the book by explaining it's a story of a little fish who solves a big problem. Ask students again what they think might happen in the story.
3. Read the book aloud to students. While reading model "thinking aloud", questioning and predicting strategies.
4. Repeat the discussion and drawing process in Book One.
5. After retelling *Swimmy* by reviewing their drawings and sentences, have students compare the two books. Ask for similarities and differences of character, setting, problem & solution.



Book Three: *Frederick*

1. Show the cover of *Frederick*. Ask for predictions about the story.
2. When all predictions have been given, introduce *Frederick* by explaining that it's a story of a mouse who does something special for his friends.
3. Read the book aloud to students. While reading model "thinking aloud", questioning and predicting strategies.
4. Repeat the discussion and drawing process in Book One.
5. After retelling *Frederick* by reviewing their drawings and sentences, have students compare the books. Ask for similarities and differences of character, setting, problem & solution.



Book Four: *A Color of His Own*

1. Show the cover of *A Color of His Own*. Ask for predictions about the story.
2. When all predictions have been given, introduce *A Color of His Own* by explaining that it's a story about a chameleon who is unhappy with his color.
3. Read the book aloud to students. While reading model "thinking aloud", questioning and predicting strategies.

4. Repeat the discussion and drawing process in Book One.
5. After retelling *A Color of His Own* by reviewing their drawings and sentences, have students compare the books. Ask for similarities and differences of character, setting, problem & solution.



After all the Books and Drawings are complete, you should have 4 poster boards.

- As a group discuss, retell and compare the books.
- Have students respond to the question, "Is there anything that is the same about ALL of Leo Lionni's characters?"
- Explain to students about comparing any two of the Leo Lionni books. Work with them to pick their choices, naming similarities and differences. Use an interactive Venn diagram or a printed one and model on board/Smartboard.

Some questions to keep in mind are:

- What is the same about these two characters? What is different?
- Where do these stories take place? Where do they happen?
- How do the main characters (use names) act with the other characters?
- What is one of the main things that happens in each story? Are they the same?
- What problems do these two main characters have? Are they the same or different?
- What other things happen in the stories that are the same?
- What other things happen in the stories that are different?

Finally, have students choose a favorite book and write a Literature Response sheet headed with "My favorite Leo Lionni book is _____ because _____." Have them write and draw about their favorite book.

Extensions

Students can:

Make a book cover for their Literature Response Sheet

Make Fish print outs and write your own fish story.

Make paper mice and write about something special you can do for your family.

Put the school of fish back together at the *Swimmy* interactive Website.

Materials:

- Books by author Leo Lionni: *Inch by Inch*, *Swimmy*, *Frederick* and *A Color of His Own*
- 4 pieces of different colored poster board
- 16 pieces of 8 1/2x11 white construction paper
- Glue
- Crayons
- Fine tipped black markers
- Scanned color copies of book covers
- Literature Response Sheet

Software:

Bookflix

References:

This lesson was adapted from Readwritethink.org for the beginner level students in my K/1 ESL class.

Reflection:

The students loved this author study and their drawings came out amazing! They were so proud to display their poster boards and I'm having them laminated so they can take them home. I really enjoyed working with them on this as story retelling and the key elements of a story were lost on them. After working on this project they are now identifying the character, setting and problem in all the stories we read. It's so exciting!

Celebration of Learning

Name: Tricia McCabe

School: Wading River Elementary School

Grade(s): 2-4

ESL Proficiency Level(s): Beginners to Advanced

Lesson Title: Wading River Schools' Birds

Description of Prior Learning:

The students are aware of birds around their homes and here at school. However, they don't have a lot of knowledge of their habitats, their physical features and their general life cycle. We read books to build up vocabulary and background knowledge.

CCLS Language Arts Standard(s):

Writing Standard:

Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop point, and provide a concluding statement or section.

Writing Standard: Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Procedure:

What the Teacher Does	What the Students Do
Teacher reads several books to enrich the students vocabulary about birds and caring for them	Students write about the story both fiction and nonfiction and tell about what happens.
Teacher brings camera (video,digital) to record the birds regularly	Students will watch, take pictures and try to identify types of birds
Teacher brings in bird seed, bird feeder, pine cones, bread, peanut	Students fill up the bird feeder, hang their pine cone/bread feeder

<p>butter, pipe cleaners to make their own bird feeders</p> <p>Teacher demonstrates how to start PowerPoint project</p> <p>*Important to alternate reading books/writing/computer time</p> <p>Teacher makes available a Bird watching book</p> <p>Back to computer lab Teacher instructs how to insert pictures</p> <p>Teacher demonstrates how to make an audio file using Audacity Teacher makes a title page for a movie, inserting the individual projects</p> <p>Teacher reads: <u>How to Paint a Portrait of a Bird</u></p> <p>Teacher mounts pictures onto paper</p>	<p>that was made they also watch and learn to identify the birds around the bird feeders</p> <p>Students follow along and begin inserting pictures to tell the story about making/filling/watching the bird feeders</p> <p>Students write synopsis of the book in their notebooks</p> <p>Students choose a bird that they would like to study Students read/gather/write information about their bird writing in their notebooks</p> <p>Students (in PowerPoint) write/revise information and put into project as well as utilizing pictures taken</p> <p>Students record the sentences from their individual project putting into a wave file then insert the audacity files into the PP project</p> <p>Students draw and paint their birds with watercolor.</p> <p>Students give to Mom for Mothers' Day.</p>
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Materials: Picture books, reference books, Flip Camera, computer, Digital camera, notebooks, bread, birdseed, pipe cleaners, eggs, paper plates, pine cones.

Software: Audacity, Windows Movie Maker, Power Point

References: The following books were used to establish learning and background in the study of birds:

Bird Song, Ellie Sandall	Beautiful Birds, Justin M. martin
Birds, Eyewitness Explorers	Backyard Birds, J. Latimer/K Nolting
Bird Songs, B Franco/S Jenkins	Birds, Kevin Henkes
Birds, Worldbook	Birdhouse for Rent, H Ziefert
Birds of New York, S Tekiela	Crow, Leo Timmers
How to Paint the Portrait of a Bird, M Gerstein	
How to Make a Bird Feeder	How do Birds Find Their Way?
Look Closer Birds, Sue Malyan	Ricki's Birdhouse, M Wellington
Round Robin, J Kent	Saving the Bald Eagles, K Furgang
The Boy in the Garden, A Say	Subway Sparrow, Leyla Tores
The 5 Sparrows, P Newton	Watch Me Make a Bird Feeder, Jack Otten
Woodpeckers, E Townsend	

Reflection: This was a great project that took on the enthusiasm that only young children exhibit when they come across something that they really enjoy. It was woven together with literature, reading, writing and hands on activities. Although it was long, from start to finish, October to May, it was also important that the students were able to watch and learn from each other. They learned to listen to each other and then apply a technique or idea into their own project. As always, time is needed for technical difficulties (software issues, frozen computers etc....). The students will bring the projects to their class and share it using the Smart board. At the end of the year sharing is planned for the families to see their projects.

Celebration of Learning

Name: John Myers
School: Southold Jr. Sr. HS
Grade(s): 7-12
ESL Proficiency Level(s): Beg/Int/Adv

Lesson Title: A Walk in the Park

Description of Prior Learning:

- Students learned more about New York City and studied the geography and different heritages of the people that worked there.
- Students were shown how to take pictures using digital cameras, in addition to importing pictures from their own phones to computers.

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

- On a field trip to Central Park in New York City, students were to take pictures that demonstrated the diversity of the people there and the geographical features of the area.
- On return to school students would create written and/or photo essays explaining the different things that they saw and put them together into either a magazine or non-linear Powerpoint to share with the school.

Materials: Flip video, Digital Cameras and Camera Phones , computers

Software: Microsoft Office Word, Microsoft Office PowerPoint, Microsoft Autocollage 2008

References: Help guides for Microsoft Autocollage, New York City maps,

Celebration of Learning

Name: Gail Dawkins

School: Minnesauke Elementary School, Three Village

Grade(s): 5th

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

Lesson Title: Introduction to American Government

Description: The 5th grade students are studying the American Government and Separation of Powers. This lesson is an introduction to the American government and the three branches of government. This lesson is designed to support the 5th grade Social Studies curriculum by incorporating content vocabulary and new concepts through the use of text and media. This introduction will make the content accessible to the ESL students in the mainstream classroom.

CCLS Language Arts Standard(s):

Informational Texts

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Foundation Skills

5. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
6. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.

Speaking and listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Procedure

What the teacher does	What the students do
Introduce vocabulary and text: Constitution Bill of Rights Citizens candidate Vote ballot Executive branch veto President Oval Office Great Seal Senate senator Legislative Branch House of Representatives Congress Supreme Court Judicial Branch justice	Apply syllabification rules to decode words Define terms Play concentration, bingo, I have...Who has? Produce oral, written sentences Complete cloze activities and worksheets Read a passage that explains the American Government and separation of powers Ask and answer questions about the passage Answer written comprehension questions
Show the Three Branches of Government video clips from United Streaming	Watch the videos and be prepared to answer questions about their content
Present the Brainpop Video	Watch the video and complete interactive notes
Create Smart Board Activity	Sort the duties/tasks according to the Branches of Government
Facilitate as students research and create Power Point Presentations. Provide materials at the appropriate level as students complete their research.	Research one of the branches of government Create a Power Point Presentation about one of the Branches of Government Edit text Add text, illustrations, backgrounds,

Confer with students while they are writing.	transitions and audio
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Materials: Reading passages, teacher developed worksheets, computers

Software: Power Point, Smart Notebook

References:

Oxford Picture Dictionary for the Content Areas

United Streaming Video

Brainpop

Trueflix (minnesauke/trueflix)

Reflection: The students came to my class complaining that the lessons about government were difficult and wanted help with their word study vocabulary. I decided to develop the unit to provide meaningful support and to help the students in practical ways. The students gained valuable background knowledge and were able to actively participate in their classroom lessons. I was able to complement the lessons with meaningful activities that enhanced learning.

Celebration of Learning

Name: Laura Foster and Maureen Flatley

School: Westhampton Beach Elementary School and High School

Grade(s): 1-12

ESL Proficiency Level(s): Beginner-Advanced

Lesson Title: Blogging Around the World

Description of Prior Learning: Many of the students have attended schools in different countries that had to wear school uniforms.

ESL Standards:

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

Standard 3: English for critical analysis and evaluation.

Standard 4: English for social and classroom interaction.

Standard 5: English for cross-cultural knowledge and understanding.

CCLS Language Arts Standard(s):

Students who are college and career ready in reading, writing, speaking, listening, & language:

- § They demonstrate independence.
- § They build strong content knowledge.
- § They comprehend as well as critique.
- § They use technology and digital media strategically and capably.
- § They come to understand other perspectives and cultures.

Procedure:

- 1.) Teacher will introduce the project to each group of students in grades one through twelve.

2.) Students will reflect upon the essential question presented to them by the teacher and begin to brainstorm ideas in their writing journal.

ESSENTIAL QUESTION: Should all students have to wear a uniform to school? Why or why not?

3.) Students will type their responses and thoughts on the blog.

4.) Students will continually watch the blog to read updates and new responses. Students will be responsible for responding to posts.

Materials: Laptops, Internet, Blog Spot, student journals

Software: Google: <http://westhamptonbeachell.blogspot.com/>

Reflection: The students really enjoyed this project. They liked adding their own thoughts, and reading the thoughts of others. It was helpful to have them write in their journals first before putting it up there for the world to see. It gave them the time they needed to really think about their answer and correct any mistakes in their writing.

Celebration of Learning

Names: Vanessa Cabrera (Grades K-5) & Monica Krawczyk (Grades 6-12)

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

Grade(s): K-12

ESL Proficiency Level(s): Beginner - Proficient

Lesson Title: Reading, Understanding, Analyzing, and Discussing Poetry & Realistic Fiction through Collaborative and Interactive Practices.

Description of Prior Learning:

- Elementary students are familiar with some of the stories, activities, etc. that are on the website, Starfall.com.
- All students have had experience with poetry and realistic fiction in their classrooms
- Secondary students will prepare text based questions for the lesson

CCLS Language Arts Standard(s) (K-5):

1. Reading - Key Ideas and Details: 1, 2, 3
2. Reading - Craft and Structure: 4, 5
3. Speaking & Listening - Comprehension and Collaboration: 1
4. Speaking & Listening - Presentation of Knowledge and Ideas: 6
5. Language - Conventions of Standard English: 1
6. Language- Knowledge of Language: 3
7. Language- Vocabulary Acquisition and Use: 4, 6

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

1. Reading Standards for Literature: 1, 2, 3, 4, 5, 11
2. Reading Standards for Informational Text: 1, 2, 3, 4, 5, 6
3. Writing Standards: 1, 2, 4, 6
4. Speaking and Listening Standards: 1, 2, 4, 6
5. Language Standards: 1, 2, 3, 5

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

1. In order to introduce each of the students, we will model and carry out an introduction circle:
 - a. Hello, ("Hello" translated to native language) my name is _____.
 - b. I am in _____ grade.
 - c. I am from / My family is from _____.
 - d. I speak _____ language(s).
 - e. Interesting fact(s) about me are _____.
2. Mrs. Krawczyk's secondary ELLs (grades 6-12) from both Udall Road Middle School and West Islip High School will visit Ms. Cabrera's Elementary (K-5) students at Oquenock Elementary School. All student centered instruction/learning will take place during the Cultural Interview Experience. Students in the secondary grade levels will be paired with students in the elementary grade levels. While the secondary students will assist the elementary students in reading 1-3 pages in both a story and a poem from Starfall.com using the Smartboard, each secondary student will ask(pre-written) text based questions to each elementary student. Teachers will facilitate, monitor, encourage, and praise students throughout this experience. Parts of this activity will be recorded by a teacher.
3. As a culminating activity, students will have an opportunity to eat their lunches together, socialize with one another, ask each other questions, and reflect upon their collaborative activity.
4. Prior to departing, we will model and carry out a goodbye circle:
 - a. Translate "Goodbye" in native languages.
 - b. Share their favorite part of the activity
 - c. Suggestions for next year....

Time Required:

- Planning: approximately 1 week
- Implementation: 1 full school day

- Assessment: Reflective Discussion/Questions/Responses

Materials:

- SmartBoard
- Computer
- Pre-written text based questions (completed by secondary students)

Software:

- Website - Starfall.com
- camera

References:

- www.starfall.com

Reflection: We did not yet have an opportunity to carry out this project. We will complete this project on May 17, 2012. However, we anticipate that all of our students will enjoy having the opportunity to meet ELLs from other countries and other schools in our district, who speak different or even the same languages. They are all very excited about this project and can't wait to actually do it. As teachers, we are confident, that this activity will be a valuable, interactive, and intercultural learning experience, which will benefit students of various grade and English language proficiency levels.