

Celebration of Learning Experiences

June 2, 2010



Lesson Plan Booklet

This event has been made possible through BETAC and the Models Schools Programs of Eastern and Western Suffolk BOCES.

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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.

With out your hard work and diligence this event would not have been possible!

Bayport Blue Point

June 2, 2010

Name: Joanne Rosche

School: Bayport-Blue Point High School

Grade(s): 9 - 12

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

Project Title: Celebrating Cultures through the Ipod

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 4 completed items which illustrate their native countries' culture and mastery of English language and new vocabulary through anthem lyrics and poetry.

Description: Students will produce researched and compiled items including: national anthems music, personalized recitations of national anthem lyrics in first respective native languages and then in English, culturally rich music videos and recitations of chosen poems in English.

Procedure:

What the Teacher Does	What the Students Do
<p>➤ Warm up: Teacher (T.) will review last year's PowerPoint living document presentations which illustrate "Cultures Around the World". Assist students in adding appropriate pieces.</p>	<p>➤ Warm up: Continuing ESL sts. will add new artwork to existing PowerPoint presentations. First year ESL sts. will create their own personal narratives, cultural video presentations, artwork collections and Google Maps entries to add to this living document.</p>

<ol style="list-style-type: none"> 1. T. will assist sts. in finding national anthem music on the Internet. Use guided practice while following steps in BBPHS Library Catalog & Online Databases to research this information. 2 T. will review/teach vocabulary in English versions of national anthems and encourage sts. to practice reciting in the classroom. 3. T. will help sts. transfer national anthem music selections, record national anthem recitations and transfer cultural music videos onto ipods. 4. T. will visit the high school library with sts. to explore poetry selections that would be of particular interest to ESL sts. 5. T. will review/teach vocabulary in selected poems and help with pronunciation and practice of poetry recitations. 6. T. will assist sts in recording individual poetry recitations onto ipods. <p>Follow-up: T. will take sts. through school Online Reference Collection/CultureGrams section to find culturally traditional recipes for transferring and reciting onto ipods. T. will scan and add text for these recipes as well.</p>	<ol style="list-style-type: none"> 1. Within library website, sts. will research and find music for national anthems and lyrics in native languages and English. (Go to: http://destiny.bbpschools.org -> Virtual Reference Collection -> CultureGrams) 2. Sts. will learn national anthems lyrics and practice reciting them in both their native language and in English. 3. Sts. will record their recitations onto ipods through attached microphones. 4. 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). 5. Sts. will transfer chosen music videos onto ipods in video compilations section. 6. Sts. will explore poetry for young adults in the school library and choose a favorite of their own. 7. Sts. will learn vocabulary in chosen poems and practice reciting them. 8. Sts. will perform and record poetry recitations when well prepared and confident. <p>Follow-up: Sts. will find a traditional recipe from their country and recite it, including ingredients and directions, onto ipods. Text will be added to ipods as well for viewing as the listener listens.</p>
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Time Required

- 1 Planning: 1 week
- Implementation: 2 weeks for student practice and completion
- Assessment: 1/2 hour per student

References: www.google.com, www.youtube.com,
<http://destiny.bbbschools.org>, A Writing Kind of Day: Poems for Young Poets
by Ralph Fletcher, The Children's Classic Poetry Collection Compiled by
Nicola Baxter

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

Software: ipod software for videos, music and voice compilations

Teacher Reflection: ESL students were able to effectively show pride in
their heritage and traditions through music, visuals through video, and
sentimentally significant prose (within anthem lyrics). They were able to
acquire a rich vocabulary while learning and practicing recitations of anthems
and poetry of choice. As a follow-up component of this learning experience
students could choose authentic traditional recipes (through the
CultureGrams section of the library's Online Reference Collection) to scan
for viewing and listening pleasure on ipods. Scanned poetry words could be
entered onto ipods too to be viewed as we listen to audio components.

Notes

Bridgehampton

June 2, 2010

Name: Carrie McDermott

School: Bridgehampton High School

Grade(s): 9-12

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

Project Title: The Economic Crisis of the 1920s and 1930s versus Today's economic Crisis - A Video and Docudrama Project based on Cinderella Man

Objective: Students will be able to synthesize information gathered from reading the docudrama "Cinderella man" and analyze it through a critical literary lens. Students will research and analyze the Great Depression and the current economic crisis, compare and contrast the programs instituted by Presidents Roosevelt and Obama, and bridge the connections between our past and our present economic situations. Students will utilize their research, knowledge, and understanding to find appropriate imagery that depicts these concepts for portrayal to an audience through their newly acquired skills of Windows Movie Maker.

NYS Learning Standard(s) & Performance Indicator(s):

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.

Social Studies Standard 1: History of the United States and New York -

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.
- Key Idea 3: Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Description:

Procedure:

What the Teacher Does	What the Students Do
➤ Review current economic trends Provide weekly class time to focus on issues of the week.	➤ Read and discuss newspaper articles. Identify new vocabulary
➤ Introduce the Great Depression.	➤ Review and study economic trends that led up to the Great Depression
➤ Introduce FDR	➤ Discuss some of the strategies FDR initiated that would result in changes to the economic system
➤ Introduce new policies initiated by President Barak O'Bama	➤ Compare past economic issues to those we face today
➤ Introduce the book Cinderella Man	➤ Read and discuss the book chapter by chapter
➤ Talk about the power of images	➤ Using books, newspapers, magazines, and the Internet, collect a body of imagery that best represents the hardships faced during the great depression.
➤ Discuss how images evoke words	➤ List words or groups of words that describe images from the body of work.
➤ Discuss importance of citing sources and copy write infringement for both written and image sources	➤ Create a works cited and image cited page for all work.
➤ Introduce MovieMaker Software	➤ Using all of the materials and knowledge generated from the unit study, build a photo essay that depicts what you have learned

➤ Discuss the culture of music and how it can reflect the political climate of the time.	➤ Locate a piece of music that best supports your ideas and images.
➤ What have you learned???	➤ Draft a short reflection on what you have learned and how you feel.

Time Required

- Planning: Ongoing over the course of two months.
- Implementation: Two months
- Assessment: Ongoing over the course of two months.

References:

- Briggs, B. A. & Petersen, C. F. (2006). *Brief Review in United States History and Government*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Castillo, D. (2002). *The American Nation*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Cayton, A., Perry, E. I., Reed, L., and Winkler (2002). *America: Pathways to the Present*. New Jersey: Prentice Hall.
- Cerasini, M. (2008). *Cinderella Man*. Essex, England: Pearson Education Ltd.
- Hernandez, H. (2001). *Multicultural Education: A Teachers Guide to Linking Context, Process, and Content*. (2nd Edition). Upper Saddle River, NJ: Prentice-Hall, Inc.
- 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

Materials:

Cinderella Man book, U.S. History Textbooks, Computers, various software (Movie maker), Internet resources, etc.

Software:

- PowerPoint
- Windows Movie Maker
- Word
- Smart Board

Notes

Assessment Plan: *[including expected student work/products]*

Research Report : Cinderella Man Project - Movie

Teacher Name: **Ms. McDermott**

Student Name: _____

CATEGORY	4	3	2	1
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
Transition, Titles, and Effects	Many transitions, title, and effects, were used effectively and worked well throughout the movie.	Many transitions, title, and effects, were used effectively and worked well throughout most of the movie.	Minimal transitions, title, and effects, were used throughout the movie.	Few or no transitions, title, and effects, were used throughout the movie.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone.
Soundtrack - Emotion	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the

Research Report : Cinderella Man Project - Content

Teacher Name: **Ms. McDermott**

Student Name: _____

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information	All topics are addressed and explained completely in a clear fashion.	All topics are addressed and explained in a somewhat clear fashion.	Most topics are addressed, and explained in a somewhat clear fashion.	One or more topics were not addressed and explanation was unclear.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Diagrams & Illustrations	Images and information slides are neat, accurate and add to the reader's understanding of the topic.	Images and information slides are accurate and add to the reader's understanding of the topic.	Images and information slides are neat and accurate and sometimes add to the reader's understanding of the topic.	Images and information slides are not accurate OR do not add to the reader's understanding of the topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

Center Moriches

June 2, 2010

Name: Laura Sheridan

School: Center Moriches Middle and High School

Grade(s): 6-9

ESL Proficiency Level: Beginner

Project Title: Microscope

Description: This lesson is an introduction to the microscope. Only 1 of 5 students has used a microscope.

Objective: Students will learn parts of the microscope and their functions. Students will learn how to use a microscope.

NYS Learning Standard(s) & Performance Indicator(s):

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

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

Procedure:

Introduction:

Ask students, "What instrument is used to see things far away?" (telescope or binoculars) What instrument is used to see small objects close up? (magnifying glass) What instrument is used to see very, very small objects such as cells? (microscope) Who has used a microscope in the past? What did you look at?"

Content Focus:

Today we are going to learn about microscopes. Can anyone give me the definition of the word microscope?" (microscope- an instrument that uses lenses and light to enlarge the image)

1. Look at the Mystery Picture Cards and try to identify what are the magnified objects.
2. The students will be given a labeled diagram of the microscope with the functions. We will go through each part and its function.
3. Demonstrate how to use a microscope.
4. Allow each student a chance to use the microscope and draw what they see.
5. Students will be given a blank diagram to fill in on the microscope. (This will be done while other students are working with microscope.)
6. Students will also be given a matching activity with the parts of the microscope and the functions. (This will be done while other students are looking at microscope.)

Closure:

Review parts of microscope and functions out loud with index cards.

Materials: Mystery Picture Cards, Diagram of Microscope, Microscope Parts and Functions, Label the Microscope, Microscope Observations, Match Parts and Functions, Microscope, Pre-Done Slides, Microscope Vocabulary Index Cards, The Complete Microscope Book

References:

<http://sciencespot.net>

<http://science-class.net>

http://www.eduref.org/Virtual/Lessons/Science/Process_Skills/SPS0201.html

<http://tlc.ousd.k12.ca.us/~acody/7cifunit.html>

<http://www.tcn.edu/~cahill4/Unit%20Day%201.htm>

<http://www.microscope-microscope.org/basic/microscope-parts.htm>

http://www.saskschools.ca/curr_content/biology20/unit/unit1_mod2_les1.html

<http://www.enchantedlearning.com/devices/microscope/label/>

Notes

Cold Spring Harbor

June 2, 2010

Name: Christine Copley

School: Lloyd Harbor School

Grade(s): 2nd -6th

ESL Proficiency Level(s): Intermediate and Advanced

Project Title: Creating Stories with Storybird.com

Objective: Students will create an original story incorporating the writing process while using an interactive website.

ESL Standard 2

Performance Indicator 8, 9,10,11,12:

Assessment Plan:

- Students will fill out a story elements web about a story read in class.
- Students will write a story incorporating the story elements and be assessed using a teacher created rubric.
- Students will collaboratively edit each other's work with the teacher's help.
- Students will fill out a story mountain of their own story to make sure they have all elements (introduction, setting, events, climax, solution and conclusion)
- Students will take their stories and create a Photo story including narration.

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Teaches about the elements of a story ➤ Shows a Brainpop jr. video about story elements. ➤ Reads a book about immigration “When Jesse Came Across the Sea” ➤ Has students fill out a story elements web and a story mountain that helps track the story. ➤ Teaches about planning out the plot of a story using a storyboard. ➤ Demonstrates how to use the Storybird website by creating a collective story with the class. ➤ Guides and helps the students create their own original story. ➤ Helps with the editing process. ➤ Assesses student work based on a rubric. ➤ Screen capture finished product and save each page of the story as a jpeg file. ➤ Guide students to create a Photostory with student narration and background music. ➤ Saves Photostory on a CD and sends it home along with a hard copy of the story. 	<ul style="list-style-type: none"> ➤ Learn the vocabulary of the concepts of a story. ➤ Watch a Brainpop Jr. video about plot. ➤ Listen to a story and map out the parts of the story using a web. ➤ Participate in creating a collaborative short story with the teacher and class on the Smartboard. ➤ Map out their own story using Storybird.com incorporating all story elements. They will do this by choosing pictures talking out the story while putting them in order. ➤ Write the story incorporating all of the story elements that they have learned. ➤ Fill out a story element mountain to check if they have included all of the story elements. ➤ Read their story to the class and listen to suggestions about adding or deleting content from their story. ➤ Make a photostory of their edited product with narration. ➤ Show their finished product to their class and parents.

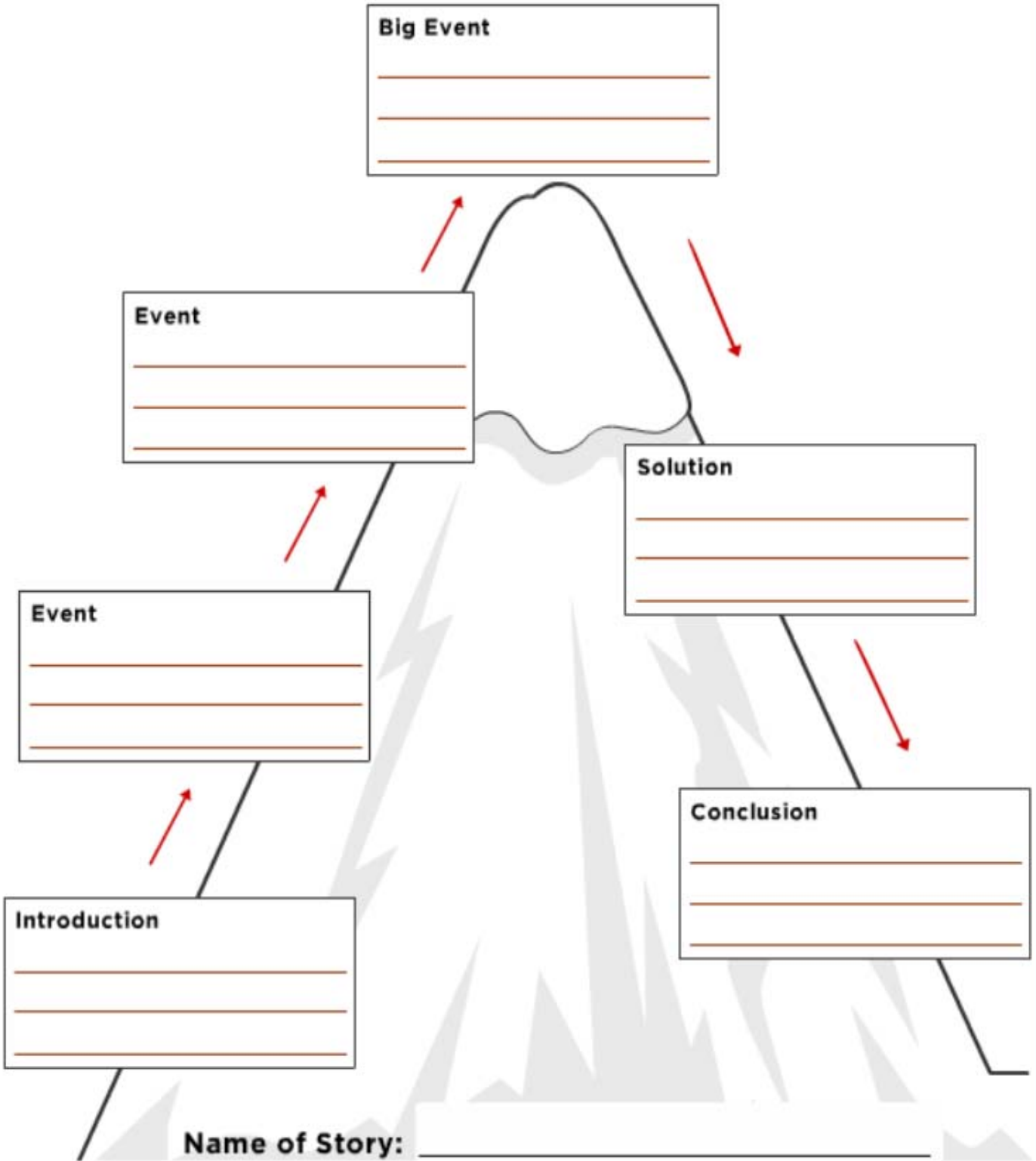
Time Required

- Planning: the teacher needs to get acquainted with writing a story using the website. 1 day
- Implementation: 2 week-3weeks
- Assessment: 3 days

References: www.storybird.com, www.brainpop.com,

Materials: story element web, computer, internet

Name: _____

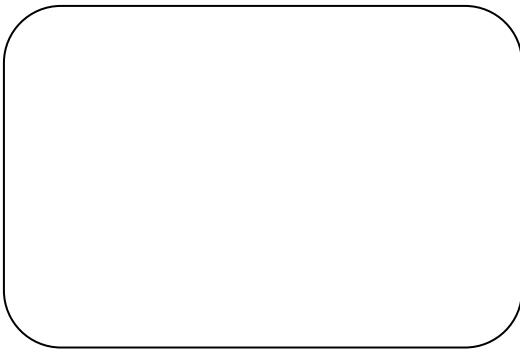


Name: _____

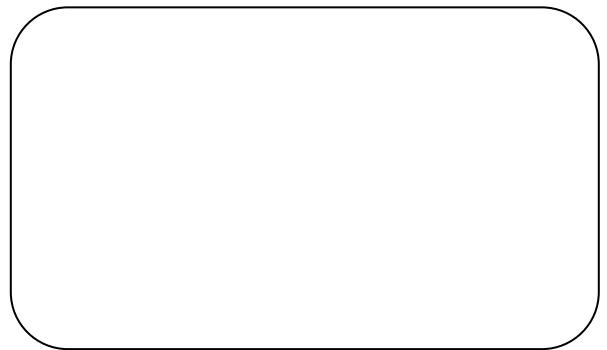
Date: _____

Story Elements

Characters



Setting



Main Character



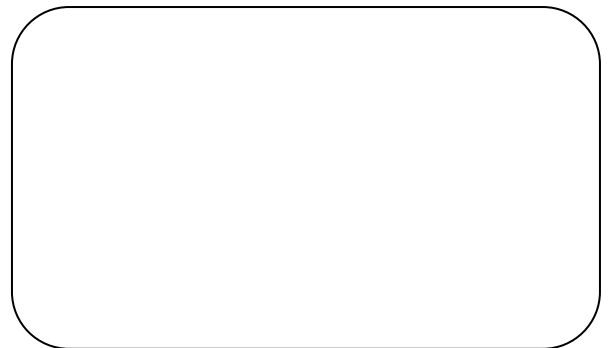
Conflict



Climax (Big Event)



Solution



Name: Joanne Vasilyadis

School: Cold Spring Harbor School District

Grade(s): 4

ESL Proficiency Level(s): Intermediate-Advanced

Project Title: Writing with Storybird

Objective: Use Storybird to learn and review the writing process.

NYS Learning Standard(s) & Performance Indicator(s):

Standard 1 (1.8, 1.11, 1.12)

Standard 2 (2.3, 2.6, 2.12)

Assessment Plan: The students will be given a writing checklist and rubric to which they will refer while creating their Storybird. This will ensure that the students know what is expected of their writing.

Description: The student will create a story using illustrations from Storybird.com around a central theme, i.e. nonfiction, realistic fiction, fable, etc. As the story is produced, the teacher will focus on the writing process such as mechanics, grammar, structure, and details through whole class instruction and individual conferencing. Finally, the students record their Storybird using a Flip camera and edit their video to include music and sound effects in order to enhance their story.

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none">➤ Present students with a writing checklist which requires students to check grammar, punctuation, capitalization, and organization.➤ Present students with a writing rubric so that students understand what is expected of them and can self-check their writing.➤ Facilitate the editing process as well as conference with students to discuss ideas and organization.➤ Model how to read a Storybird while	<ul style="list-style-type: none">➤ Check their story according to their writing checklist.➤ Check their story so that it addresses all of the writing rubric's components.➤ Meet with the teacher to discuss ideas, concerns, and possible directions in the writing process.➤ Publish their final draft on Storybird and access it on a SMARTboard. While the student reads their story, another student will record it using the Flip camera.

being recorded with a Flip camera. ➤ Model appropriate sound effects and music.	➤ Find sound effects and music that will add to their story. ➤ Edit their video to include music and sound effects.
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Time Required

- Planning: several periods to create writing checklist and rubric as well as create models for Storybird and video
- Implementation: drafting 1 period; writing and discussing checklist and rubric 3 periods; creating Storybird 3 periods; recording 1 period; editing video 2 per
- Assessment: 1 period to view video and assess based on rubric

Materials: Writing rubric, writing checklist, Flip camera, audio recording device, SMART Board

Software:

- <http://rubistar.4teachers.org>
- <http://pblchecklist.4teachers.org>
- Flip software
- Itunes
- Sound recorder

Teacher Reflection: This project can be modified in a number of ways. It can be done with any genre, any grade level or proficiency, as well as any language. I would like to extend this lesson so that students can include a translation on each page in their native language. Students can also be assigned a character and read dialogues accordingly. At this time, Storybird is a free program; however you must pay to either print out a hardcopy or receive a pdf version. One can use the SMART Board Notebook software's capture feature to 'capture' each page as an image, but it does not transfer programs very clearly.

Notes

East Moriches

June 2, 2010

Name: [Marisa Aiello](#)

School: [East Moriches](#)

Grade(s): [7-8](#)

ESL Proficiency Level: [ALL](#)

Project Title: [The Road to Revolution](#)

Description: Students will watch videos, on iPods, of 8 factors leading up to the Revolutionary War. Students will view primary resources, read; factual documents as well as simplified definitions for better understanding of the events leading up to America's Independence. Students will use NYS Social Studies Assessments from previous 5th and 8th grade Social Studies exams.

Objective: Students will be exposed to grade level social studies. Students will be able to identify Historical events that lead up to the American Revolution.

Procedure: Using individual iPods, students will watch videos of reenactments showing pre-revolutionary war events. Students may watch the video(s) more than once while taking notes for better understanding. Students will then review each event page by page in this smartboard file and each taking turns using the smartboard. Students will then work together to answer questions. (The questions are from previously released 5th and 8th grade NYS Social Studies Assessments.)

Materials: iPod & Handouts

Software: Smartboard Gallery

References: www.pbs.org
www.history.com
<http://www.nysedregents.org/testing/scostei/socstudies8.html>
<http://www.nysedregents.org/testing/scostei/socstudies5.htm>

New York State Social Studies Standards

<http://www.emsc.nysed.gov/ciai/socst/pub/sslearn.pdf>

New York State English as a Second Language Standards

<http://www.emsc.nysed.gov/biling/resource/ESL/standards.html>

The American Revolution: From Colonies to Constitution: The Road to Revolution: 1763 - 1775

Citation (MLA)

The American Revolution: From Colonies to Constitution: The Road to Revolution: 1763 - 1775. United Learning. 2009. Discovery Education. 22 April 2009

<<http://streaming.discoveryeducation.com/>>

Citation (APA)

The American Revolution: From Colonies to Constitution: The Road to Revolution: 1763 - 1775. United Learning (2001). Retrieved April 22, 2009, from

Discovery Education: <http://streaming.discoveryeducation.com/>

Citation (Chicago Manual of Style)

United Learning. "The American Revolution: From Colonies to Constitution: The Road to Revolution: 1763 - 1775."

Discovery Education: <http://streaming.discoveryeducation.com/>

NYS Learning Standard(s) & Performance Indicator(s):

SS Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas,

eras, themes, developments, and turning points in the history of the United States and New York.

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

Performance Indicator: Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

SS Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

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

Performance Indicator: Apply learning strategies to comprehend and make inferences about literature and produce literary responses.

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

Performance Indicator: Apply map skills, primary sources and learning strategies to explore a variety of materials.

SS Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Performance Indicator: Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own.

SS Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Performance Indicator: Use basic reading and listening strategies to make literary text comprehensible and meanin

Notes

Name: Mark Canonica

School:

Grade(s):

ESL Proficiency Level(s):

Project Title: Discovering Science with Microscopes

Objective:

NYS Learning Standard(s) & Performance Indicator(s): *[both ESL and content-area(s) if applicable]*

Assessment Plan: *[including expected student work/products]*

Description:

Procedure:

What the Teacher Does	What the Students Do
➤	➤

East Quogue

June 2, 2010

Name: Carol Talmage

School: East Quogue

Grades: 3,4

ESL Proficiency Level: Advanced

Project Title: Powerful Poetry

Objective: The students will be able to read, view, and interpret poems. They will also write and speak about imaginative texts.

NYS Learning Standards & Performance Indicators:

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

Performance Indicators:

Students will read, listen to, view, write about, and discuss a variety of literature - poetry.

Students will use reading and listening strategies to make literary text comprehensible and meaningful.

Students will read aloud with confidence, accuracy, and fluency.

Students will engage in collaborative activities through a variety of student groupings to create and respond to literature.

Students will apply learning strategies to comprehend and make inferences about literature and practice literary responses.

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

Performance Indicators:

Students will form and express responses to a variety of literary, informational, and persuasive material through reading, writing, listening, viewing, discussing, and writing; use details and evidence as support.

Students will recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.

Student will apply learning strategies to examine, interpret, and evaluate a variety of materials.

Assessment Plan: Students will check their comprehension of the poem, "The Rainbow" by Cristina Rossetti, by answering directed questions with 80% accuracy.

Description: This poetry project was developed as an overview of poetry. The 2009 East Quogue School English Language Arts data received from the Eastern Suffolk BOCES BETAC data specialist guided the development of this learning experience. This poetry project was originally created in PowerPoint. This project was recreated using Smart Notebook software. The Smart Notebook software offers additional options to support the learning objectives.

Procedure: Step 1: The teacher introduces the poem, "The Rainbow" by Cristina Rossetti, line by line.

Step 2: The class repeats the poem after the teacher.

Step 3: The class reads the poem in unison.

Step 4: The teacher initiates a discussion of the images in the poem.

Step 5: The class discusses the images visualized in the poem: boats, ships, rivers, seas, clouds, sky, bridges, bow, heaven, earth, and sky.

Step 6: The teacher initiates a discussion of the significance of the title of the poem.

Step 7: The students discuss the significance of the title of the poem.

Step 8: The students check their comprehension of the poem by answering written directed questions from multiple choice answers. These multiple choice questions may be adapted by using the Smart Notebook Clickers.

Step 9: The teacher assesses each student's completed work.

Step 10: The students write personal responses to a directed question, Do you agree with the author's viewpoint? Give reasons for your answer.

Step 11: The students conference with a classmate.*

Step 12: The students conference with the teacher.*

Step 13: The students share their published writing with the entire class. The published writing is submitted to the teacher.

Step 14: Steps 10 - 13 are repeated for another directed question, What is the tone (poetic technique) of this poem? Give evidence (details) from the poem to support your answer.

*All students have several unpublished writings in their folders and continue to revise their work when their classwork is completed.

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Step 1 ➤ Step 4 ➤ Step 6 ➤ Step 9 Steps for the teacher are highlighted in red.	<ul style="list-style-type: none"> ➤ Steps 2-3 ➤ Step 5 ➤ Steps 7-8 ➤ Steps 10-14 Steps for the student are highlighted in blue.

Time Required

- Planning: One hour.
- Implementation: Three/Four forty minute classes.
- Assessment: Twenty minutes for the multiple choice comprehension check.

Forty minutes for each published personal response.

Forty minutes for shared writing.

References: www.edhelper.com
www.readinaz.com

Materials: Laptop
 Poetry
 Flip Cam
 Smart Notebook Clickers

Software: Microsoft PowerPoint
Microsoft Word
Smart Notebook

Teacher Reflection: This poetry project was received by the students with great enthusiasm! The individual lessons may be modified to teach the different types of poetry. This poetry project will be used in future lessons for advanced ESL students.

Notes

Eastport South Manor

June 2, 2010

Name: Mihaela Kuhnle

School: Eastport South-Manor High School

Grade(s): 9-11

ESL Proficiency Level(s): intermediate-advanced-transitional

Project Title: XXI Winter Olympic Games, Vancouver, 2010

Objective:

1. Create a research presentation in Windows Movie Maker
2. Become familiar with the Winter Olympics movement in general, and the different winter Olympic sports in particular.
3. Navigate the internet to collect pertinent data, research pictures, and video clips
4. Understand the specifics of a winter Olympic sport and present those findings in a coherent and organized fashion
5. Understand the difference between plagiarism and paraphrasing
6. Develop vocabulary related to the research topic
7. Learn about internet citation in MLA format and how to use the citation maker
8. Self-evaluate quality of work and effort, and evaluate the quality of work of others.
9. Learning how to work with a new software: Windows Movie Maker

NYS Learning Standard(s) & Performance Indicator(s): *[both ESL and content-area(s) if applicable]*

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

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

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

Performance indicators: 4, 6, 8, 9

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

Performance indicators: 3, 6.

Assessment Plan: *[including expected student work/products]*

1. *Word document that includes:*
 - *a brief introduction to Canada's location, geography and people.*
 - *History of the sport*
 - *Equipment and rules*
 - *Biographical notes on an Olympic athlete*
 - *links for videos and pictures, URLs for the works cited page*
2. *Journal entries*
3. *Reading packet*
4. *Windows Movie Maker presentation of an Olympic sport of students' choice*
5. *Self-evaluation rubric*
6. *Teacher Rubric*

Description: This was a 5 week project designed to give students a good understanding of the Olympic movement, and familiarize them with sports they have never been exposed to.

Week 1 of the unit was dedicated to raising students' interest for the topic, through daily activities that targeted specific vocabulary, and employed a variety of visuals (pictures, video clips)

Week 2-3 were dedicated to research in the computer lab. Students gathered data on the location, geography and culture of Canada, and became familiar with the city of Vancouver. They researched their chosen sport according to daily guidelines.

Weeks 4-5 : Students worked on putting the project together, learning how to insert and then edit information, images, sound and video.

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none">➤ Creates a winter sport daily template for vocabulary development➤ Brings in realia: skates, hockey stick; puck; medals➤ Provides web links and step by step guidance in using new software	<ul style="list-style-type: none">➤ Match new vocabulary with pictures; express orally opinions, or contribute information on the topic of discussion; ask questions for clarification➤ Read, collect, and organize ideas➤ Answer reading comprehension questions

<ul style="list-style-type: none"> ➤ creates daily to do lists ➤ enhances students' learning experience with personal experiences, images and video clips, and short articles or stories. ➤ enrolls the help of more computer savvy students ➤ shows self- created examples, so that students can have a visual of what they are expected to produce ➤ models note-taking skills ➤ emphasizes work organization and pacing ➤ provides daily feedback to students on their progress ➤ converts videos to WMM accepted formats ➤ helps individual students with editing video, sound, and creating new slide formats ➤ evaluates student effort, level of motivation and quality of work 	<ul style="list-style-type: none"> ➤ Take side notes, and practice skimming and scanning for information ➤ Discuss what they have learned, write in their journals ➤ Help each other, particularly with software specific tasks like inserting pictures, sound, video, creating background and page layouts ➤ Self-evaluate – teacher provided rubric ➤ Evaluate peers – teacher provided rubric
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Time Required: 4-5 weeks

- Planning: It took me about a week to have a clear vision of the final product and the steps needed to accomplish it.
- Implementation: depending on access to computers and internet
- Assessment: Project Rubric, student journals, reading comprehension questions.

References: <http://www.abcteach.com/>
<http://www.readinga-z.com/>
<http://www.nbcolympics.com/>
<http://www.vancouver2010.com/>
<http://www.youtube.com/index>

Materials: Reading Comprehension packet, Pre-printed Journal templates, computers or laptops with Internet access, Smart board.

Software: Windows Movie Maker

Teacher Reflection: *[How well the project went; what might be adapted/modified or changed and any insights gained from this experience.]*
As usual it took longer than my initial projection, mainly because the computers we worked with were slow and Windows Movie Maker is a rather sensitive program. We lost projects that were almost finished; we learned the hard way that what's saved in one computer does not show on another.

At times I was under the impression that the students were not confident that they will be able to successfully complete the task, so the first weeks seemed difficult and frustrating. As the project began to take shape there was a visible shift in the level of interest and excitement for the project. Upon completion the students for most part felt proud of a job well-done, and realized in how many other ways they could apply this newly acquired knowledge. Overall, I believe that the project was a success. My biggest challenge was to figure out how to motivate the unmotivated.

Notes

Name: **Jen Murray**

School: **Dayton Ave.**

Grade(s): **3, 4, 6**

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

Project Title: ***The Lemonade Standoff! (Take 1)***

And other short film clips

Objective: Students gain speaking and reading practice while performing short plays and scenes.

NYS Learning Standard(s) & Performance Indicator(s): *[both ESL and content-area(s) if applicable]* **TESOL 1, 2, 3, 4, 5**

Assessment Plan: *[including expected student work/products]*

The final production will include staging, props and additional student actors to play customers. We plan to film our final production within the next few weeks!

Description:

As we rehearse our play, students will practice using their voices for “the stage.” We will emphasize speaking loudly and clearly and adding expression to the lines. Students will need to enunciate and coordinate their actions and movements as we practice for the play.

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Provide “acting” tips: voice, expression, movement, eye contact ➤ Assist in setting up stage ➤ Acts as director 	<ul style="list-style-type: none"> ➤ Practice their lines ➤ Work on enunciating and coordinating lines with action in play ➤ Set up stage and props ➤ Edits video later

Time Required

- Planning: 2-3 weeks
- Implementation: 1) Rehearsal- several days 2) Final production- One class
- Assessment: Film editing (2-3 days). Final production!

References: The original play, “The Great Lemonade Standoff)

Materials: Reprinted copies of the play with a modification to one of the parts. We changed the character “Vicki” to “Ben” because we only have one girl in our class.

Software: Flip camera software, Windows Movie Maker

Teacher Reflection: *[How well the project went; what might be adapted/modified or changed and any insights gained from this experience.]*

Notes

Greenport

June 2 2010

Name: Christine Aviles-Nott

Grades: K-1

ESL Proficiency Level: Beginner

Project Title: *Dr. Martin Luther King Jr.*

Description:

Objectives:

Listening Comprehension:

NYS Learning Standard(s) & Performance Indicator(s):

Materials:

Procedure:

Software:

SmartBoard

References:

Notes

Kings Park

June 2 2010

1. Learning Context:

Objective: Students will be able to create a video based on the rules of the E.S.L. class Working Agreement.

Purpose: To be able to use this student created video in the future to introduce new students to the school rules and review the rules for returning students in the fall.

Learning Standards and specific Performance Indicators being addressed:

- ❖ ESL Standard 1 : English for information and understanding
 - Speaking – describe and comment on a rule or video clip, make comparison/contrast, and describe the rule
 - Listening – identify words for common things and activities and safety rules
 - Reading – identify letters, identify common words, recognize initial, medial word sounds, and recognize sight words in the Working Agreement
 - Writing – single dictated words, short dictated or copied sentences, picture/video descriptions

- ❖ ESL Standard 2 : English for literary response, enjoyment and expression
 - Speaking – describe and comment on a video created by peers
 - Listening – answer listening/viewing comprehension questions based on video clips
 - Writing – write about their feelings (what they like/dislike) about creating a class video

- ❖ ESL Standard 3 : English for critical analysis and evaluation
 - Speaking and Writing- express an opinion about the most important rule and/or why rules are important

- ❖ ESL Standard 4: English for classroom and social interaction

- Speaking – express an opinion or personal connection to a specific rule and/or respond to a question that asks what if this rule did not exist...
- ❖ ESL Standard 5: English for cross-cultural knowledge and understanding
 - Speaking and Writing- discuss and/or write about similarities and differences in the class rules in your native country vs. those in our school in the U.S.A.
- ❖ Health, PE, and Family & Consumer Sciences Standard 2: A safe and healthy environment
 - Students describe orally and in written form the safety issues as they relate to the rules in the class Working Agreement
- ❖ Math, Science & Technology Standard 5: Technology education
 - Create a video using a Flip Camera based on the ideas/script from the class Working Agreement (rules list) and viewing it via a Smart Board projector.
 - Understand the importance and effectiveness of using a video to demonstrate the rules to new students, as opposed to just a written poster of the Working Agreement.
- ❖ Art Standard 5: Creating, performing and participating in the Arts
 - Create a video based on the ideas/script from the class Working Agreement (rules list) and become familiar with vocabulary such as actor, filmmaker, rehearse, lines, props, scenes, edit, etc.

2. Assessment Plan: Students demonstrate an understanding of the rules via the successful completion of a Working Agreement video. (*More assessments can be found via the pre/post 'extension' activities.*)

3. Student Work: The 'role-play' demonstrations on video of each student where they 'show' and verbally tell a rule from the class created Working Agreement.

4. Procedure: In this project, students use their own ideas (with guidance) to create a video to help new students understand important E.S.L. rules included in the class Working Agreement.

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Teacher asks students to recall/retell orally the rules from the class Working Agreement. ➤ Teacher displays written and signed Working Agreement poster with some words “covered” (a ‘cloze’ activity). ➤ Teacher asks a series of questions based on the rules listed in the Working Agreement: <i>for example...</i> <ul style="list-style-type: none"> ▪ <i>How do you show respect for others and their belongings?</i> ▪ <i>Where should you walk and why?</i> ▪ <i>What if you could talk out loud at anytime? What would that be like? Is that a good idea? Why/why not?</i> ▪ <i>What do you think is the most important rule and why?</i> ➤ Teacher has students rehearse reading the rules aloud and has students come up with ideas on how to demonstrate each rule via “acting” / visual demonstrations. ➤ Teacher records/films the students ‘performing’ the rules. ➤ Teacher has students view the completed video and complete a series of oral and written activities. 	<ul style="list-style-type: none"> ➤ Students tell from memory/background knowledge the rules (in their own words). ➤ Students read aloud or in written form (on white boards with markers) “fill-in” the missing words. ➤ Students respond to teacher’s questions based on the rules of the displayed Working Agreement. Students may ask follow up questions and are encouraged to make personal connections to their own lives/experiences based on the rules. ➤ Students read each rule aloud several times (sometimes alone, sometimes in groups) and “act out” the rule from the working agreement. ➤ Students restate the rules aloud while acting them out on camera. ➤ Students view the video and speak/write about: <i>what they liked/disliked about making the video, why they feel rules are important, how the rules in the USA are similar/different than the school rules in their native country, etc...</i>

5. Resources:

- **For the Teacher:** Working Agreement Poster, props (chairs, table, etc.), post-it cover tape, Flip-Camera and software,
- **For the Student:** Working Agreement Poster, props (chairs, table, etc.), white boards and markers

6. Instructional/Environmental Modifications:

- **Instructional Modifications:** Since the “actors” in the video were students from different backgrounds, grade levels, English proficiency levels and included students with special needs, many modifications were made so that each one could participate in the creation of the video. For example, some students read a rule alone while others read with a group. Some students demonstrated many rules while others concentrated on only one. Each student’s individual abilities and comfort levels were taken into consideration during the creation of this video.
- **Physical Modifications:** Some rules were easily demonstrated within the classroom setting, but others had to be “acted out” in other parts of the school building like on the stairs and in the hallways.

7. Time Required (approximate)

- **Planning: 30 minutes**
 - *(oral questions for pre/post, cover words for cloze activity, charge camera, plan for which actors might demonstrate which rules, etc.)*
- **Implementation: 90 minutes**
 - *(several ESL groups throughout the day; this does NOT include the editing/finalizing of the video by the teacher)*
- **Assessment: 15 minutes**
 - *(based solely on creation of video and follow-up questions; extension activities and assessments are much more varied and take more time)*

8. Some “Extension” Activities:

❖ PRE-video activities:

- Create the Working Agreement:
 - Class discussion/brainstorm about the importance of rules and which rules we agree on as a class. Students/Teacher take notes, write out the rules, create a poster and take an “oath” to promise to follow the rules in the Working Agreement for the entire school year. Discussion/explanation of consequences and positive reinforcement ‘ticket system’ are reviewed as well.
- Explaining the Rules:
 - Depending on levels of course, students choose a rule and copy it, write it (dictated), or explain why it is important. Students’ writing is then edited and published and an illustration is added.

- ❖ POST-video activities:
 - Student Reflection:
 - Students talk and write about what they liked/disliked about creating a video based on the class Working Agreement.
 - Writing Process Poster:
 - Students create a poster of the steps of the writing process, while writing an ‘essay’ on the importance of having rules and a class working agreement
 - Note taking and Understanding:
 - Students take notes while viewing/listening to the video with/without graphic organizers
 - Students answer questions (orally, multiple choice, short answer, cloze) based on the information in the video while using their own notes as well.
 - NYSESLAT Prep:
 - Students fill-in short answers (at list 2 per question, as per NYS rubric for ESL assessment) to what are important rules in school, out of school, why we should have rules, etc.
 - Students use their “ideas” to create well written organized essay using the same guidelines and rubric used to score the NYSESLAT for grade levels K-3.
 - Compare/Contrast:
 - Students fill in a graphic organizer (Venn Diagram, T-Chart, etc.) describing the similarities/differences in the school rules they remember from their native country vs. the class created Working Agreement in the U.S.A.

9. Teacher Reflection: *Several little things that sometimes are overlooked while trying to create a video went smoothly this time luckily, like the proper charging of the camera, ‘scoping out’ the building ahead of time for quiet halls and usable stairways, etc. A very important point that has come to my attention during this process was that the video itself, and its creation, really was just a small part in the entire Working Agreement process. So much active participation and learning is really present in the preparation leading up to the shooting of the video and the post-video activities. Lots of ‘real learning’ is truly assessed through the many multi-level, skill based assessments related to activities that the students were engaged in before we created the video and the potential activities for after viewing it.*

Mattituck/Cutchogue

June 2 2010

Name: Denise Cheshire

School: Mattituck-Cutchogue Jr. Sr. HS

Grade(s): 7-12

ESL Proficiency Level(s): Beginner through Proficient

Project Title: "Know History" - U.S. History Project

Objective: Students will gain further insight into U.S. History

NYS Learning Standard(s) & Performance Indicator(s): *[both ESL and content-area(s) if applicable]*

Language Arts:

- Standard 1: Language for Information and Understanding**
Performance Indicators:
-Apply thinking skills such as define, classify, and infer to interpret data, facts, and ideas from informational texts.
-Identify purpose for reading.
-Use indexes to locate information and glossaries to define them.
- Standard 2: Language for Literary Response and Expression**
Performance Indicators:
-Determine meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis.
- Standard 3: Language for Critical Analysis and Evaluation**
Performance Indicators:
-Evaluate examples, details, or reasons used to support ideas.
- Standard 4: Language for Social Interaction**
Performance Indicators:
-Use oral and written language for effective social communication with a variety of people

Languages other than English:

Standard 1: English for Information and Understanding

Performance Indicators:

- Identify and use reading strategies to make text comprehensible and meaningful.
- Select information appropriate to the purpose of the investigation
- Respond to questions to obtain, clarify, and extend information and meaning.
- Convey information using a variety of organizational patterns and structures.
- Use the process of prewriting, drafting, revising, peer-editing, and proofreading (the “writing process”) to produce well constructed informational text.
- Convey information and ideas through spoken language using conventions and features of American English.
- Apply self monitoring and self correcting strategies to accurate language production and written presentation.
- Apply learning strategies to acquire information and make oral texts comprehensible and meaningful.

Standard 2: English for Literary Response and Expression

Performance Indicators:

- Apply self monitoring and self-correcting strategies while producing literary text.

Standard 3: English for Critical Analysis and Evaluation

Performance Indicators:

- Apply learning strategies to examine and interpret a variety of materials.

Standard 4: English for Social and Classroom Interaction

Performance Indicators:

- Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.
- Listen attentively when engaged in pair, group, or full class discussions on personal, social and academic topics.
- Follow oral directions to participate in classroom and social activities.
- Negotiate and manage interactions to accomplish social and classroom tasks.

Social Studies:

**Standard 1: History of the United States and New York
Performance Indicators:**

-Provide information relating to the history of the United States orally or in writing for academic purposes.

Assessment Plan: [including expected student work/products]

Ongoing informal assessment will take place throughout the project. Each student will also create a PPT presentation, pages in the "Know History" informational packet and give an oral presentation to the class.

Description:

Unit designed to enhance students' knowledge of American History

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none">➤ Introduce assignment to students➤ Organize the sections of history to be researched➤ Use Flipcam to video students introductions to the project➤ Assist beginner level students with key concepts of the topics➤ Help beginner level students find easy read materials➤ Continually monitor student progress➤ Final proof read with students➤ Collate materials upon termination of the project	<ul style="list-style-type: none">➤ Create a folder for project materials➤ Find and copy sources to use for research➤ Read and highlight information to be used in PPT and "Know History" informational packet➤ Create PPT on their section of history➤ Create pages for the "Know History" informational packet➤ Read a biography➤ Create pages for the "Know History" informational packet and add to PPT➤ Proof read their work➤ Give an oral presentation to the class

Time Required

- **Planning:** Continual planning throughout the year. As different things arose we utilized the opportunity to learn something new; biographies, citing sources, skimming and scanning of material, computer skills, oral presentation skills.
- **Implementation:** An average of two classes per week. Some of the classes had to be conducted in the computer lab.
- **Assessment:** Continual assessment throughout the project. Students were able to attain immediate feedback on their work during the majority of the project.

References:

Longman Social Studies, Lee Aguilar Lawlor and Julie Mariscal, 2006
The American Journey, Applyby, Brinkley and McPherson, 2000
Various biographies selected by students

Materials:

Textbooks, research materials, biographies, computers, Flipcam

Software:

Flipcam software
Power Point software

Teacher Reflection: *[How well the project went; what might be adapted/modified or changed and any insights gained from this experience.]*

This project began with just the thought that my students needed to have more of a U.S. History background. As history is not my favorite topic I wanted to create a project that was more student driven.

As the parts of history were sectioned off I realized that some of the reading material was much too difficult for the beginner students. I then adjusted to reading material to more "Easy Read" material.

The project then blossomed into numerous learning opportunities. We branched out into biographies, summarizing, PPT skills, computer skills, Flipcam experience (mostly for me-I have one term for that "video conversion") We then branched out into the world of art. Students created covers and chapter title pages. This led us into how social studies textbooks are organized. The students also learned the importance of citing sources. This could also branch out into how to create a "Works Cited" page.

Overall, the project was very enjoyable for all of us, students and teacher.

There are many more possibilities for future projects; Plays on American History could be incorporated, guest visits from some of the other faculty members who are experts on various parts of history. What I enjoyed most was the motivation of the students, their creativity, not to mention the learning that took place in the process.

Name: Marie Ardolino

School: Cutchogue East Elementary School

Grade(s): 4 -6 grades

ESL Proficiency Level(s): High Beginner - Advanced level

Project Title: "Looking Ahead To Exciting Careers"

Objective: Students will be able to develop new insight into non-traditional Hispanic jobs based on the monthly meetings with the various professionals that have visited our classroom this year.

NYS Learning Standard(s) & Performance Indicator(s): *[both ESL and content-area(s) if applicable]*

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

Performance Indicators: 1, 2, 3, 5, 6, 7, 8, and 9.

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

Performance Indicators: 1, 3, 4, and 5.

Assessment Plan:

After listening to and understanding each visitor's presentation about their careers (job responsibilities, education requirements and personal benefits) the students will research and prepare a powerpoint presentation about a career that personally interests them.

Description: Students will give an oral presentation based on their powerpoint research project.

Procedure:

What the Teacher Does	What the Students Do
➤ The teacher videos the student's oral presentations using a flip camera.	➤ The student will rehearse and memorize the important powerpower facts they want to highlight in the oral report. The student will dress the part of the career they are exploring, ie. clothing, tools, special equipment etc.

Time Required

- Planning: This project began in November with six monthly visits from various professionals: School Nurse, Principal, Assistant Principal, Science teacher, Court Translator, and Restaurant Manager.
- Implementation:
- Assessment: The student's work was assessed throughout the research process by the teacher.

References:

Materials: Flip camera, laptop, SmartBoard

Software: Movie maker, Google search engine and powerpoint.

Teacher Reflection: *[How well the project went; what might be adapted/modified or changed and any insights gained from this experience.]*
This project went extremely well, the students were enthusiastic and enjoyed researching the careers they wished to explore in the future. I might modify the project by exploring the students career chooses first and then inviting professionals from those careers.

Notes

Miller Place

June 2, 2010

Name: Bonnie Connelly

School: Miller Place

Grade(s): K, 1, 2, 3

ESL Proficiency Level(s): All levels

Project Title: Picture books on I -Pod

Objective: Have a situation where students can listen to stories that they know on their own

NYS Learning Standard(s) & Performance Indicator(s): *[both ESL and content-area(s) if applicable]*

Project addresses all 5 areas of the ESL standards

Assessment Plan: *[including expected student work/products] Writing or picture response to the story*

Description:

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none">➤ Read stories to the children as a group➤ Teach the children to respond to the stories➤ Use flip camera to record the stories➤ Move the film onto the I Pods➤ Teach children to use the I Pods➤ Direct the student to draw or write the responses	<ul style="list-style-type: none">➤ Learn to use the I – Pods➤ Listen to the story➤ Retell the story to the teacher➤ Younger students draw a picture relating to the story➤ Older students write a response to the story

Time Required

- Planning: a lot of time to film and move the work onto the I Pods, but once it is done you have it FOREVER!
- Implementation: Just do it! It was very helpful to me this year because I had several students at different levels of proficiency

- Assessment: Base assessment on student responses.

References:

Materials: Picture books, flip camera, reader and photographer, I Pods

Software:

Teacher Reflection: *[How well the project went; what might be adapted/modified or changed and any insights gained from this experience.]*

Project went well – I just need to record more stories.

Notes...

Oysterponds

June 2, 2010

Name: Rebecca Lillis

School:

Grade(s): Kindergarten

ESL Proficiency Level:

Project Title: Spanish / English Language Movie

Objective:

NYS Learning Standard(s) & Performance Indicator(s):

Procedure:

Materials:

Software:

References:

Notes

Port Jefferson

June 2, 2010

Name: Regina Paquette, ESL Teacher

School: Vandermeulen High School, Port Jefferson, NY

Grade(s): 7-12

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

Project Title: Steps to Language Acquisition Portfolio

Objective: Develop a website portfolio of students' ESL work. Students use technology such as iPods, flip camera, computers and digital camera to complete their work.

NYS Learning Standard(s) & Performance Indicator(s):

STANDARD 1:

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

STANDARD 2:

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

STANDARD 4:

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

Assessment Plan: Students' final products are the basis of assessment. Students will represent each language skill (speaking, listening, reading and writing) with a minimum of one sample.

Description: The website is a place where students can save samples of their ESL work and view their effort, progress and achievements over time.

Procedure:

What the Teacher Does	What the Students Do
➤ Builds the site and facilitates activities	➤ Provide speaking, listening, reading and writing samples from ESL activities /projects

Time Required:

- Planning: Several days to a few weeks to accumulate and finalize ideas and set up the site
- Implementation: Over a school year or more
- Assessment: Over a school year or more

References: Google site

Materials: iPods, Flip Camera, Computer, Digital Camera

Software: Google site - set up an iGoogle account and build the portfolio site. (Note: this is a secure, non-public site.)

Teacher Reflection: This is a project which could easily be developed over a two-year period. Setting up the site, becoming acquainted with the technology, learning how it integrates into other technology, and ironing out the bugs all takes time. Students enjoy interacting with the technology. Once they are committed to the idea of a portfolio, they have fun with it. To see progress over time, teachers and students need to commit one or two days a month to accomplish specific tasks.

Notes

Sayville

June 2, 2010

Title of Learning Experience: All About Me

Proficiency Level(s): beginner

Grade(s): 9

1. Learning Context: Students will be able to write about various topics to create an All About Me book. They will also practice their annunciation by reading some of their work and discussing their background.

- *Statement of purpose, objective, or focus of learning experience:*
- *ESL and Content-area Learning Standards and specific Performance Indicators being addressed:*
- *Standard 1: Students will listen, read, speak and write in English for information and understanding.*
-

2. Assessment Plan: Students are assessed by completing each topic. There is a specific rubric associated with this task based on creativity, grammar, spelling, and overall content.

4. Student Work: Students will write about different topics of choice and use appropriate vocabulary and sentence structure. First students will complete a rough draft and then after it's corrected by the teacher they will type it on the computer and add appropriate graphics.

5. Procedure: Students will brainstorm a list of possible topics to write about with the teacher. The teacher will make up a finalized list for students to choose from. Students will select five topics from the list and use the vocabulary list and a dictionary to write a rough draft. The teacher will make corrections on the rough draft and then the students will re-write the information and type it on the computer.

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Models how to write a paragraph by showing students examples of finished work ➤ Teacher will use flip camera to videotape students and use music and other resources to enhance the film 	<ul style="list-style-type: none"> ➤ Students complete rough copies on different topics which they eventually make into a book ➤ Students practice their pronunciation by reading their paragraphs out loud

6. Resources:

- **For the Teacher: Vocabulary sheets with specific vocabulary, special paper for the cover, printer, rubric for project**
- **For the Student: Vocabulary sheets with specific vocabulary,**

6. Instructional/Environmental Modifications:

- **Instructional Modifications: Students may be given sentence starters or specific sentences they can use for each topic.**
- **Physical Modifications:**

7. Time Required

- **Planning: It takes a few days to come up with topics, a rubric, and vocabulary for each topic**
- **Implementation: It takes a few weeks for students to complete the rough draft, final copy and type it on the computer**

- **Assessment:** Students are assessed on the finished project. It is based on specific criteria.

8. Teacher Reflection: This project worked well for my high school students. It made them reflect on different topics and I was able to learn a little bit about their background which made it interesting for me. They learned many new vocabulary words and focused on pronouncing the words which was difficult for them.

Notes

Shoreham Wading River

June 2, 2010

Name: Tricia McCabe

School: Shoreham Wading River School District
Wading River Elementary

Grade(s): 1 - 5

ESL Proficiency Level(s): Beginner to Advanced

Project Title: Amazing Crystals

Objective: Students will demonstrate an understanding of using common household items (Epsom salt and Sugar) to create crystals.

NYS Learning Standard(s) & Performance Indicator(s): *[both ESL and content-area(s) if applicable]*

STANDARD 1:

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

5. Formulate, ask, and respond to questions to obtain and provide information and meaning. (L, S, R, W)

13. Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information. (L, S, R, W)

STANDARD 2:

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

5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form. (L, S, R)

STANDARD 3:

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

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

STANDARD 4:

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

1. Use a variety of oral, print, and electronic forms for social communication.
3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)
7. Follow oral and written directions to participate in classroom and social activities. (L, R)

Assessment Plan: *[including expected student work/products]*

Students will grow crystals out of Epsom Salt and sugar (Rock Candy), with an end result of a power point project report that is student created and implemented.

Description:

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Provide introduction and project overview. Review directions for crystal creations 	<ul style="list-style-type: none"> ➤ Follow directions on “Attachment 1” Students measure, pour, and stir Epsom salt into the containers. Make heart shape object from pipe cleaner and hang in containers.
<ul style="list-style-type: none"> ➤ Explain most science projects take place over time and require documentation be maintained, some on a daily basis and some on a weekly basis. 	<ul style="list-style-type: none"> ➤ Complete applicable section of “Attachment 2”
<ul style="list-style-type: none"> ➤ Explain accurate daily observations are necessary to document change over time. Introduce the concept of evaporation. 	<ul style="list-style-type: none"> ➤ Students evaluate change on a daily basis using “Attachment 3” to document crystal growth. Complete applicable section of “Attachment 2”
<ul style="list-style-type: none"> ➤ As crystals develop encourage students to think about differences in crystal development. Explore the importance of scientific vocabulary. 	<ul style="list-style-type: none"> ➤ Students use “Attachment 4” to document and analyze the characteristics of crystals
<ul style="list-style-type: none"> ➤ Review new science vocabulary 	<ul style="list-style-type: none"> ➤ Write a poem that makes use of newly acquired words. (coincides with Valentine’s Day)
<ul style="list-style-type: none"> ➤ Explain the importance of analysis. 	<ul style="list-style-type: none"> ➤ Complete applicable section of “Attachment 2” See “Attachment 5” (coincides with Mother’s letter writing activity)
<ul style="list-style-type: none"> ➤ Repeat process using sugar. Complete all of the applicable attachments. 	

➤ Review the importance of comparing minerals	➤ Complete final section of “Attachment 2”
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Time Required

- **Planning:** This unit of study was planned as a introductory project in advance of science testing. It was additionally intended to coincide with both Valentine’s Day and Mothers’ Day in an effort to integrate English Language Arts. All of the materials and documents were gathered in advance of the undertaking. A lengthy timeline was created in order to provide ample time for proper completion of the activities. The construction of individual PowerPoint presentations was calculated into the timeline. Electronic folders were prepared for easy student access. Careful use of digital imagery was planned to support vocabulary development.
- **Implementation:** A two week window was allotted for completion of the Epsom Salt hearts and five weeks was allotted for the rock candy project.
- **Assessment:**
 - Scientific Observation: Students were assessed on narratives that reflected daily observations as well as general conclusions when applicable project benchmarks were met.
 - English Language Arts: poetry / letter writing The students were evaluated using rubrics.
 - Technology: Students were provided with a model that served as an example of a well made PowerPoint presentation. Students were issued parameters that governed the development of their PowerPoint Presentations and assessed accordingly.

References:

Materials: The following books:

Snowflake Bentley, Jacqueline Briggs Martin, 1998

My Brother Loved Snowflakes, Mary Bahr Fritts, 2002

Snow Crystals, W.A. Bentley, 1962

Stopping by Woods on a Snowy Evening (illustrated version), Susan Jeffers, 2001

Two Bad Ants, Chris Van Allsberg, 1988

Software: Flip Share, Flip camera, Digital camera, Powerpoint,

Teacher Reflection: *Growing the crystals was a very exciting activity for the students. Even more important was sending the projects home with the poem and letter for the parents. The time frame was perfect for both celebrations. However, a word of caution for the rock candy, it takes a long time, ours took 63 days! Looking back it certainly would have been nice to use the new digital microscope for this science project...there's always next year!*

Notes

Attachment 1

Crystal Creations

Materials: Stove Pot Tape Large spoon 3 cups water Ruler
4 cups Epsom Salt Straws Pipe Cleaners Large glass cups
Food coloring

DIRECTIONS

1. Put the water into the pot.
2. Measure water in the pot with the ruler.
3. Heat the water on the stove.
4. Make the water hot, not boiling.
5. Take the pot off the stove.
6. Pour in the Epsom salt a little at a time.
7. Everybody take a turn looking in the pot.
8. Stir the liquid.
9. Let the liquid cool before pouring.
10. Pour the liquid into the jars.
11. Put 1-2 drops of food coloring into jar.
12. Put the shape into the jar.
13. Don't let the shape touch the sides.
14. Put the jars in a place where they won't be disturbed overnight.

Attachment 2

Making Crystals 1

Materials: (what we used)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Procedure: (How did we do it?)

Observation: (What did we see?)

Conclusion: (What did you learn?)

Attachment 3

Making Crystals 2

Observing

Day

Day

Day

Day

Attachment 4

NAME: _____ DATE: _____

CRYSTALS

Salt	Looks	Feels	Smells

Attachment 5

Making Rock Candy

Ingredients:

- 2 cups water
- 4 cups granulated sugar
- 1/2-1 tsp flavoring extract or oil (optional)
- food coloring (optional)
- glass jar
- skewer or thread (see below)

Preparation:

1. Prepare your materials: wash a glass jar thoroughly with hot water to clean it. Cut a length of thick cotton thread a few inches longer than the height of the jar, and tape it to a pencil. Place the pencil across the lip of the jar, and wind it until the thread is hanging about 1 inch from the bottom of the jar. Attach a paper clip to the bottom of the thread to weight it and ensure it hangs straight down. Alternately, you can use a wooden skewer as the base of your rock candy, and use clothespins balanced across the top of the jar to clip it into place.

2. Wet your thread or wooden skewer, and roll it in granulated sugar. This base layer will give the sugar crystals something to “grab” when they start forming. Set the thread or skewer aside to dry while you prepare your sugar syrup.

3. Place the water in a medium-sized pan and bring it to a boil. Begin adding the sugar, one cup at a time, stirring after each addition. You will notice that it takes longer for the sugar to dissolve after each addition. Continue to stir and boil the syrup until all of the sugar has been added and it is all dissolved. Remove the pan from the heat.

4. If you are using colors or flavorings, add them at this point. If you are using an extract, add 1 tsp of extract, but if you are using flavoring oils, only add ½ tsp, and make sure you don’t stand right in front of the pan—the scent can be very strong as it rises in the steam. Add 2-3 drops of food coloring and stir to ensure even, smooth color.

5. Allow the sugar syrup to cool for approximately 10 minutes, then pour it into the prepared jar. Lower the sugared string or skewer until it hangs about 1 inch from the bottom.

6. Carefully place your jar in a cool place, away from harsh lights, where it can sit undisturbed. Cover the top loosely with plastic wrap or paper towel.

7. You should start to see sugar crystals forming within 2-4 hours. If you have seen no change to your skewer or thread after 24 hours, try boiling the sugar syrup again and dissolve another cup of sugar into it, then pour it back into the jar and insert the string or skewer again.

8. Allow the rock candy to grow until it is the size you want. Don’t let it grow too large, otherwise it might start growing into the sides of your jar! Once it has reached the size you want, remove it and allow it to dry for a few minutes, then enjoy or wrap in plastic wrap to save it for later.

Three Village

June 2, 2010

Name: Gail Dawkins

School: Minnesauke Elementary School, Three Village

Grade(s): 3rd - 5th

ESL Proficiency Level(s): beginner - advanced

Project Title: Adventures around the World

Objective: To create and perform a show about their country and other countries

NYS Learning Standard(s) & Performance Indicator(s):

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

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

8. Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard.
9. Engage in collaborative activities through a variety of student groupings to create and respond to literature.
10. Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking.

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

9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations.
10. Demonstrate appropriate classroom behaviors.
11. Discover alternative ways of saying things in social and classroom interactions.

Assessment Plan: The students have a lot of responsibility in a project like this. They must be able to take the initiative to work independently and stay on task. There is a lot going on, so the classroom may seem chaotic to an outsider. The teacher may create checklists for each step and use observational notes.

Each student will

- *Complete a report with information about their own country and another country*
- *Write and edit a script individually and in cooperative groups*

- *Create a puppet from their country and another country*
- *Perform a puppet show*

Description: Every year the students do a project about their country. I am flexible about the end product. The students have done books, posters, Power Points, and videos. This year the students decided they'd like to tackle a puppet show. This project was completely student driven; they decided they'd like to write a show about three friends traveling around the world who'd visit their own countries and another. The students were responsible for researching the countries, designing puppets and writing a script. I had to figure out a way to make it happen.

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Guide and assist the students in their research. ➤ Get the necessary resources needed ➤ Create a schedule to determine who will have computer time 	<ul style="list-style-type: none"> ➤ <u>Research</u> ➤ Choose the country to research and brainstorm the topics they'd like to learn about (location, flag, money, animals, history, food etc)
<ul style="list-style-type: none"> ➤ Facilitate the planning process 	<p><u>Planning</u></p> <ul style="list-style-type: none"> ➤ the order of visiting the countries ➤ Character names ➤ Who'd write which part of the script
<ul style="list-style-type: none"> ➤ Determine whether students are dividing the work equitably ➤ Rehearse and practice with students ➤ Assist with editing and typing 	<p><u>The Script</u></p> <ul style="list-style-type: none"> *Synthesize the information they have about their countries and write a script about friends traveling around the world. *Take turns reading and editing the script to improve it *Take turns typing the script *Decide where the breaks should be, choose backgrounds for each scene *Practice their dialogue and rehearse together
<ul style="list-style-type: none"> ➤ Model how to design the clothing and properly use a glue gun ➤ Troubleshoot 	<p><u>Puppets</u></p> <ul style="list-style-type: none"> *Research the clothing from their countries *Design the clothing from materials we have *Cut the patterns and cloth *Glue it together
<ul style="list-style-type: none"> ➤ Act as a production assistant and director ➤ Coordinate a filming schedule ➤ Edit the video of the puppet show (or rather assist Debbie) ➤ Burn dvds 	<p><u>Film</u></p> <ul style="list-style-type: none"> *Recite dialogue and perform a puppet show.

Time Required

- Planning:
- Implementation: three or four weeks
- Assessment:

References: Resources about different countries, for example *Culturegrams*, *Enchantment of the World* series, *Countries of the World* series, *Admit One*, *Face and Places* series, google images for pictures from countries

Materials: felt and fabric for puppets, hot glue gun, Country Project outline, paper, pencils

Software: i-movie software, Microsoft word

Teacher Reflection: *The project was extremely challenging. There is a lot going on in the school at the end of the year and I explained to the students that it would be a lot of work. They were so excited that they didn't mind coming in before school during extra help, during recess and during their ESL class. The students cooperated to create a script and actively critiqued one another's work, giving suggestions that would improve each section and segue. I would most likely allot more time to such a project in the future and document the process. It almost didn't happen. I couldn't figure out how we'd have a background for each location. I have a puppet theater and know that it's time consuming to make scenery. Debbie suggested an i-movie, so we did a trial using one of our puppets and the process began. I'd like to get the students more involved in the editing process, but there aren't enough hours in the school day. I was really impressed with my students and their ability to rise to a challenge. Their enthusiasm and passion was evident from the start. They were so pleased to share the video with their classmates and families!*

Though I wouldn't suggest doing this project with beginners, all proficiency levels could be included with modifications; for example adding characters with limited dialogue, having students research only one country, or having more proficient students scribe the dialogue for less proficient students.

Notes

Name: Erin Edwards

School: Minnesauke Elementary School

Grade(s): 3rd

ESL Proficiency Level(s): Intermediate

Project Title: Arctic Animals Webquest

Objective: The students will be able to explain/describe the life of an arctic animal of their choice using a webquest.

NYS Learning Standard(s) & Performance Indicator(s): *[both ESL and content-area(s) if applicable]*

- 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.

Assessment Plan: *[including expected student work/products]*

Most of the assessment will be teacher observation. The students will be assessed on the completion of each of the activity sheets. They will also be assessed on the final product, which is the book.

Description:

The students will choose an arctic animal that they would like to research. The students will use the Arctic Animal Webquest to guide them in finding their information. They will use books, as well as internet sites provided through the webquest to gather their information. They will research how the animals live, their diet, their life cycle, their behavior in their natural habitat, and any unique facts they would like to share. The students will record their information on specific activity sheets for each characteristic. After the information is gathered the students will find pictures of their animals to support their information. The information will be transferred to a Powerpoint and printed out as a book. The students will present their books to their classmates.

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Guide/help the students gather information about their arctic animal ➤ Guide/help the students navigate through the webquest ➤ Assist the students with the Powerpoint presentation ➤ Facilitate the presentations of the books 	<ul style="list-style-type: none"> ➤ Pick an arctic animal that they would like to research. ➤ Describe/Explain each of the following characteristics of that animal: how they live, their diet, life cycle, habitat, and unique facts. ➤ Use each of the activity sheets to record your information. ➤ Put the information into a Powerpoint presentation; which will be turned into a book. ➤ Find pictures of the animals for each characteristic. ➤ Present your book to your classmates.

Time Required

- Planning:
- Implementation: Approx. 7 days
- Assessment: N/A

References:

Materials:

- Computers for each student (if possible) with access to the webquest
- Activity sheets for students (which can be accessed from the webquest)

Software:

- Internet
- Microsoft Powerpoint

Teacher Reflection: *[How well the project went; what might be adapted/modified or changed and any insights gained from this experience.]*

I truly enjoyed completing this project with my students. I took a class about how to make a webquest and that is how it all started. I wanted to create something that I knew I could use this year! We were right in the heart of winter, and I knew I wanted to do something with arctic animals, so it was a perfect opportunity to use that topic for my webquest. The students were really excited about the project. They love doing things with animals and this also involved them with the computer, so it was a big hit! Overall, the project went very well. The students were engaged when finding their information and were excited to be “experts” on the animal they chose. The different work pace of the students is what became the most challenging. Some students found and gathered information very quickly, and others were taking much longer.

Notes

Tuckahoe

June 2, 2010

Name: Kate Ryan and Renee Conway

School: Tuckahoe Common School District

Grade(s): Kindergarten

ESL Proficiency Level:

- Project Title:
Objective:

NYS Learning Standard(s) & Performance Indicator(s):

Procedure:

Materials:

Software:

References:

Notes

Westhampton Beach

June 2, 2010

Name: Monica DeBrita, Maureen Rabbitt

School: Westhampton Beach High School

Grade(s): 9-12

ESL Proficiency Level(s): Beginner-Advanced

Project Title: Native Country Podcast

Objective: After studying vocabulary, the students will be able to conduct research on a variety of topics related to their native countries (geography, sports, climate, music, money, religion, traditions, celebrations, food, tourist attractions, etc.) Using this research, the students will be able to write and edit narration for a podcast. The students will be able to create a finished project showcasing their native countries.

NYS Learning Standard(s) & Performance Indicator(s):

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

Performance indicators: #1, #2, #3, #4, #7, #8, #9, #10, #11, #12, #14, #15

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

Performance indicators: #1, #3, #7

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

Performance indicators: #3, #6

Assessment Plan: On going informal assessment included collection of graphic organizers for each topic researched and collection of written narration for each topic. Feedback was provided at this time. The final product was assessed in the areas of completeness, relevancy, effort, accuracy, and presentation using a rubric.

Description: This project was designed to encourage and develop students' capacities in the areas of reading, writing, speaking, and technology use. Students were able to use these skills for cross-cultural sharing. The entire project took approximately three weeks to complete from research to final presentation.

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Presents vocabulary ➤ Offers topics to choose ➤ Models use of graphic organizer ➤ Models use technology for research ➤ Provides sentence frames for written work ➤ Provides feedback on written work ➤ Assists in pronunciation practice ➤ Models use of technology (GarageBand) for podcasting 	<ul style="list-style-type: none"> ➤ Record vocabulary. Use vocabulary to show understanding. ➤ Choose topics of interest for podcast ➤ Complete research on selected topics ➤ Prepare information using graphic organizers ➤ Write and edit sentences and paragraphs for narration ➤ Makes corrections and improvements on written work based on teacher feedback ➤ Compile images related to each topic ➤ Creates a podcast using GarageBand complete with narration, transitions, and images ➤ Present projects to the class for discussion

Time Required

- Planning: 3 hours (create graphic organizers, plan topics, find suitable resources, familiarize oneself with technology)
- Implementation: About 3 weeks
- Assessment: Ongoing within class and during presentations

References: CultureGrams, Internet, GarageBand tutorial information

Materials: Student laptops (i-pods can also be used to record narration for a podcast), graphic organizers, internet access, CultureGrams, index cards, projection screen

Software: GarageBand

Teacher Reflection: *Overall we felt that this project was a success. Students were able to learn more about their own cultural backgrounds. Students were able to use all four language skills in the creation of a project*

that they were invested in. They were excited to use technology to learn and share information about where they come from. If assigning this project again, we may consider limiting the choices of topics to ensure that students gain a better understanding of the topics they research.

Notes

West Islip

June 2, 2010

Name: Vanessa Cabrera

School: Oquenock Elementary School

Grade(s): K-4

ESL Proficiency Level: Beginner-Advanced

Project Title: Heroes

Objective: Students will be able to write a narrative writing piece and draw a corresponding illustration based upon a personal hero in their lives.

NYS Learning Standard(s) & Performance Indicator(s):

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

Indicators: 2, 3, 4, 5, 6, 8, 10, 11, 12, 13

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

Indicators: 2, 4, 5, 12

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

Indicators: 4, 7

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

Indicator: 4, 7, 10

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

Indicators: 3, 6

Assessment Plan:

- completed characteristics of a hero worksheet
- completed hero questions worksheet
- completed four square graphic organizer
- completed hero writing piece

Description: Students will learn about various types of real life heroes and the meaning of a real life hero. Students will learn about the meaning of the word hero through visuals, guiding questions, discussions, literature, and modeling. Students will select a personal hero and create a writing piece with a corresponding illustration based upon this person. Once students' projects are completed, they will carry out a presentation for the class. The teacher will organize each of these presentations into a windows multimedia video presentation. This hero project took approximately 2 weeks to complete.

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none"> ➤ Using visuals, the teacher will introduce the term hero with the class. ➤ The teacher will read the book, <u>Real Heroes Don't Wear Capes</u>. ➤ Using visuals, the teacher will introduce an activity related to the characteristics of heroes. ➤ The teacher will introduce a worksheet related to the characteristics of heroes. ➤ The teacher will review the term hero with students and introduce a worksheet related to the real heroes in our lives. ➤ The teacher will introduce and model how to complete the hero four square graphic organizer. ➤ Using the completed graphic 	<ul style="list-style-type: none"> ➤ Using the visuals, students will discuss the term hero. ➤ The students will discuss the book. ➤ The students will discuss and complete an activity using the hero characteristics visuals. ➤ Students will complete the worksheet. ➤ Students will revisit and discuss the term hero with corresponding visuals and complete the worksheet. ➤ Students will complete the graphic organizer. ➤ Using completed graphic organizers,

<p>organizer, the teacher will model writing sentences.</p> <ul style="list-style-type: none"> ➤ The teacher will model proofreading, editing, and revising writing pieces. ➤ The teacher will introduce and model the hero illustration. ➤ The teacher will model presenting and will review presentation and audience tips. ➤ The teacher will create a video using Movie Maker. 	<p>students will write their rough draft copies.</p> <ul style="list-style-type: none"> ➤ Students will proofread, edit, and revise their writing and write their final writing pieces. ➤ Students will create a colorful and detailed illustration of themselves with their heroes. ➤ Students will present their completed hero projects. ➤ Students will have an opportunity to view their completed hero projects on the video.
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Time Required

- Planning: 1 week
- Implementation: approximately 2 weeks
- Assessment: daily with each corresponding lesson / 1 day (for final assessment)

References:

- book: Real Heroes Don't Wear Capes by Laura Driscoll
- Movie Maker

Materials:

- Flip Camera
- computer
- characteristics of a hero worksheet
- hero questions worksheet
- four square graphic organizer
- pencils
- writing paper
- book: Real Heroes Don't Wear Capes by Laura Driscoll
- Movie Maker software

Software:

- Flip Share media
- Movie Maker

Teacher Reflection:

The lesson went well. Students really enjoyed working on this hero project. There are several adaptations that could be made to this hero project, such as; 1.) incorporating other types of literature related to the theme of heroes, 2.) using the computer to type their final copies of their hero projects, 3.) using the program Kidspiration to create a word web of hero characteristics, and 4.) having students bring in a photograph of their hero, 5.) inviting the students' heroes to school to introduce and speak with the students in the class. I think this was a very special project for students to participate in. This project allowed students to realize who their heroes are and the many things their heroes do for them. It gave students a sense of appreciation for the heroes in their lives. It was wonderful to hear about each of my students' heroes and the special things their heroes do for them.

Notes

Name: Monica Krawczyk, ESL Teacher

School: West Islip High School

Grade(s): 9-12

ESL Proficiency Level(s): Intermediate - Advanced

Project Title: A Hero in my Life

Objectives: To learn how to conduct an interview. To understand what it means to be successful. What does it mean to be successful to each student? What it means to be a Hero. To use a Flip camera and iMovie software to conduct an interview and create a movie.

NYS Learning Standard(s) & Performance Indicator(s): *[both ESL and content-area(s) if applicable]*

ELA:

Standard 1: Language for Information and Understanding

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

Standard 3: Language for Critical Analysis and Evaluation

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

Standard 4: Language for Social Interaction

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

ESL

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

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

Standard 4: English for social and classroom interaction outlines strategies, both in and out of school, that [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.

Assessment Plan: *[including expected student work/products]*

- *Evaluation of the questionnaire*
- *Evaluation of the interview (video)*

Description: *Each student will conduct and video tape an interview with a hero in their life. Students will import the video to the iMovie program and edit the video. As a class students will make one movie out of all of their interviews put together.*

Procedure:

What the Teacher Does	What the Students Do
<ul style="list-style-type: none">➤ Instructs the students how to use the flip camera➤ Imports the individual interviews to the iMovie program➤ Demonstrates how to use iMovie program to make a movie	<ul style="list-style-type: none">➤ Create a questionnaire for their Hero➤ Schedule the interview with their Hero➤ Conduct the interview with their Hero➤ Edit their clip in iMovie program➤ Create one movie out of all the individual interviews – collaboration with the classmates

Time Required

- Planning: 1 period
- Implementation: 3 weeks
- Assessment: 2 periods

Materials:

Textbook

Questionnaire for a Hero

Flip Camera

Mac computer

Software:

iMovie program

Teacher Reflection: *[How well the project went; what might be adapted/modified or changed and any insights gained from this experience.]*

This was one of the most rewarding, gratifying, and enjoyable projects I have ever done with my ESL students. When I first introduced this idea to my students they seemed a little nervous and concerned that this would be very difficult for them to do. However, once we started working on it, they appeared more and more enthusiastic, and excited about actually doing it. Their main concern was actually being heard speaking English on the video. They all feel very comfortable in my class speaking, however I hear from their content area teachers, and my students tell me, that they are nervous to speak in front of their native English speaking peers. They are anxious, because they are afraid of making mistakes, and because of their foreign accent. This was one of the main reasons that they had some reservation in

doing it. Nevertheless, once they stated videotaping their interviews, they got really excited about it and could not wait for their turn to actually do it. I am amazed to see how excited and supportive of each other they were, when watching each others clips. I can see how their self-confidence grew considerably because of this project.

All my students did an incredible job. I was very touched watching all the interviews myself and I know that everybody else watching this movie will be just as touched as I was. They all did it from their hearts and it shows. I wouldn't change anything about it; except for the fact that I would spend a little more time on actual editing process of the movie in iMovie program. Perhaps even have someone who knows iMovie program very well, teach it to my students first. I think they would enjoy it even more.

Notes
